

Doctor of Psychology (Clinical Psychology)

2024 Placement Handbook

This placement handbook is for all students completing the Doctor of Psychology (Clinical Psychology) and replaces all previous placement handbooks.

Course Code: PY101

Course Name: Doctor of Psychology (Clinical Psychology)

Degree: DPsych (Clinical Psychology)

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

For many students, placement is their initial professional experience in psychology and working as a mental health professional. We expect that students' understanding of placements may differ, and thus this placement information handbook is required reading for all students and will help to provide clarity about placements. Students will need to regularly refer to the handbook throughout the course. If you are unable to find the information you need, please contact your Placement Coordinator(s).

Clinical Psychology at the Cairnmillar Institute

The postgraduate clinical psychology programs at the Cairnmillar Institute are designed so that students acquire a diverse range of knowledge, skills, and experience in clinical psychology. Placements are a key component of training in clinical psychology and are foremost seen as opportunities to develop competencies required to meet the Psychology Board of Australia's general registration standards. Placements provide students with experience in integrating theory and practice and in developing the competencies required to practice ethically and safely.

Accreditation and graduate outcomes

This course is an [Australian Psychology Accreditation Council \(APAC\)](#) accredited program. Upon successful completion of this course, graduates will be eligible to apply for general registration as a psychologist with the PsyBA and commence the PsyBA registrar program to gain an area of practice endorsement (AoPE) in clinical psychology. You can find more information about obtaining [general registration](#) and about the [registrar program](#) on the [PsyBA website](#).

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. Please note that while the information in this handbook is accurate at the time of development, occasionally there may be variations during the course based on Faculty determinations and other unit considerations, so please consult Canvas and unit outlines as necessary for updates.

Placement Contacts

- Placement Coordination Team Email: pc-clinicals@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 the Cairnmillar Institute and that professional training in clinical psychology with us is challenging, rewarding and enjoyable.



Associate Professor Richard Moulding
Course Coordinator

1. COURSE OVERVIEW

1.1 Course Structure

To meet the requirements of both APAC and the PsyBA for the Doctor of Psychology (Clinical Psychology) professional training, the total time spent on placements must be at least 1500 hours for the course completed across the five placement units: CLN560, CLN561, CLN662, CLN663, CLN761 & CLN861.

The Doctor of Clinical Psychology course is designed to be completed on a full-time basis over 4 years (see Table 1 for an example course structure).

Table 1: Full-Time Enrolment

Unit Code	Unit title	Credit Points
Year 1, Semester 1		
CLN560	Supervised Clinical Placement AB (year long)	25.00
CLN503	Professional Practice and Professional Ethics	12.50
CLN551	Research Project A	12.50
CLN502	Psychological Assessment, Diagnostic Testing and Interview Competencies	12.50
CLN501	Cognitive-behavioural processes and interventions	12.50
Year 1, Semester 2		
CLN552	Research Project B	12.50
CLN504	Child and Adolescent Psychopathology and Intervention	12.50
Year 2, Semester 1		
CLN603	Interpersonal Processes and Therapeutic Practices	12.50
CLN653	Research Project C	12.50
CLN662	Supervised Clinical Placement C	12.50
CLN602	Adult Psychopathology and Intervention	12.50
Year 2, Semester 2		
CLN604	Psychodynamic Therapy	12.50
CLN663	Supervised Clinical Placement D	12.50
CLN654	Research Project D	12.50
CLN601	Health Psychology	12.50
Year 3, Semester 1		
CLN701	Advanced Diagnostics and Interventions for Complex Presentations*	12.50
CLN761	Supervised Clinical Placement E	12.50
CLN751	Research Project E	25.00
Year 3, Semester 2		
CLN752	Research Project F	50.00
Year 4, Semester 1		
CLN861	Supervised Clinical Placement F	12.50
CLN761	Research Project G	37.50
Year 4, Semester 2		
CLN852	Research Project F	50.00
COURSE TOTAL		200.00

Note: Students will undertake units according to the course plan. Variance can only be made in consultation with the Course Coordinator

* CLN701 currently runs every second year (e.g., 2024, 2026...) so may be in third or fourth year.

1.2 Pre-Placement Actions

1. **Email.** Ensure that your Cairnmillar email address is directed to the email address you actually use. Email, including essential Canvas notifications, are the primary method used by Cairnmillar 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 for each placement unit. These must be uploaded and approved by the 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.** All students must obtain and hold registration with the PsyBA with no conditions on their registration record for the duration of the course enrolment. You will need to provide a copy of your current registration with the PsyBA. It is your responsibility to ensure your registration remains current throughout your degree. You will need to review your registration annually and upload a new copy of the registration certificate to Canvas.

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 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 Coordinator 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's 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.](#)
 - d. **Other requirements:** Specific placement agencies may require students to obtain necessary immunisations and/or a NDIS worker screening check. Students will be advised by the Placement Coordinator if these are required.

1.3 Preparing for Placements

Preparation for placement begins 6-12 months in advance of the placement commencement. There are several steps students will need to take well in advance to maximise their chances of being offered placements that align with their preferences. It is important to understand that while students have an important role in selecting placements, there are occasions where, for various reasons, students may not be able to undertake a preferred placement. The final decision about where the student is placed is made by the placement team and students are expected to make the most of any placement opportunity regardless of whether it meets a particular interest, preference, or is in a desired location.

Placements are allocated based on student learning needs and suitability. While location and travel time may be considered as secondary factors in placement allocation, students must be prepared to travel for up to one hour each way to placement.

CMI have an established network of agencies within Victoria that we work with to arrange placement opportunities for students in the Master and Doctorate program. Many of these agencies have their own

application procedures and selection processes and often CMI students will be competing with students from other universities for these placement opportunities. Students will need to prepare applications for the various placement opportunities anywhere from 6-12 months in advance of the placement start date. It is important that students begin preparation and planning for placement applications as soon as they commence their degree. The following outlines placement planning and preparation activities that students should undertake every 6 months throughout their degree:

- **Update your CV:** Ensure you update your CV and have it ready to send to placement coordinators and agencies at short notice. Your CV should be updated to reflect your placement experiences.
- **Maintain a list of your areas of interest for further development:** Given the diversity principles in section 2.4 Diversity of Placement Experiences, you should keep a working document that you build on as you learn and develop, regarding what your interests are and what types of client presentations, placement settings, lifespan interests and professional skills you are interested in developing throughout your degree.
- **Prepare and update a cover letter template:** Prepare an initial cover letter that you can amend for placement opportunities and applications. This will assist you to keep the cover letter up to date with your experiences as you develop.

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 the classroom-based 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 placements will be made based on what settings and populations the student needs to gain experience working with to meet the accreditation requirements for graduation. Cairnmillar expects students to embrace offers for placements that may be outside the student's 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 Cairnmillar Institute expects students to act within their area of competency as autonomous professionals and to develop their paths of expertise in clinical psychology and further develop their professional identity.
4. The placement program is designed with breadth in mind where students have experiences that prepare for both general registration as a psychology and entry into a registrar program in clinical psychology with the PsyBA. 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 (e.g., inpatient, outpatient, community, public health), 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 graduate professional competency requirements for the course.

5. Given the breadth in the placement program, it is common that students' ongoing professional development includes more intensive training in particular clinical 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 Placement Unit Learning Outcomes

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

1. Apply evidence-based and scientific methods to professional practice across the lifespan in empirically valid and culturally responsive ways.
2. Employ professional communication skills, in a culturally responsive manner, with a range of socially and culturally diverse clients.
3. Perform appropriate standardised psychological testing, as part of broader assessment, to assess and interpret aspects of functioning.
4. Conduct professional interviews and assessments and synthesise information from multiple sources including assessment of risk, to formulate a conceptualization of the presenting issues to determine the most appropriate interventions, including management of risk.
5. Rigorously apply professional practice policies and procedures, including as they relate to referral management and record-keeping, across a range of workplace settings and with the recognition of different organizational cultures and practices.
6. Operate within boundaries of their professional competence, consult with peers or other relevant sources where appropriate, and refer to relevant other practitioners where appropriate.
7. Work effectively with a range of professional and support staff in the workplace and communicate and collaborate effectively, within the bounds of ethical and legal requirements.
8. Implement appropriate, empirically supported interventions, and monitor clients' progress and intervention outcomes.

2.3 Placement Requirements

2.3.1 Placement Hours and Days

Table 2 outlines the minimum placement hours required for each placement. The total time spent on placements must be at least 1500 hours. It is expected that students will complete at least 600 hours of direct client contact. All placements should be undertaken at the rate of 2-3 days per week and take a minimum of 215 placement days to complete.

In line with placements being an opportunity to develop and apply clinical psychology skills, it is important that the structure of a placement centres on learning and developing competencies. For this reason, students completing Supervised Clinical Placement A/B (CLN560) should attempt to slowly increase their client hours; this will allow students the opportunity to undertake work required outside of sessions to develop clinical psychology competencies.

At times students may accrue more than the minimum placement hours before the placement end date stipulated and agreed to on the Placement Contract (Form A). Students are not permitted to end their

placement early and are required to complete their placement on or after the end date stated on the Placement Contract. Any variation in length of placements or minimum requirements need to be agreed upon at the commencement of placement and approved by the Placement Coordinator.

Some agencies stipulate the minimum number of days for each placement, and these may be higher or lower than what is specified in the table below. These are fixed and the Placement Coordinator will advise students about how this aligns with the remaining placement requirements.

Table 2: Minimum placement requirements

Placement	Total Placement Hours/Days	Direct Client Contact Activities/hrs	Client-Related Activities/hrs (incl. supervision)	Total Minimum Supervision hrs
A/B	300 hours 40 days	100 2-3 clients/day	200	40
C	352.5 hours 47 days	150 3 clients/day	212	24
D	352.5 hours 47 days	150 3-4 clients/day	188	24
E	300 hours 40 days	100 2-3 clients/day	200	20
F	300 hours 40 days	100 2-3 clients/day	200	20
Total Minimum	1500+	600+	900+	128+

Please note: These hours and activities constitute the *minimum* requirements. Progress is also based on achieving competency across various clinical and professional domains. You can read more about supervision requirements in section 2.5.4 below.

2.3.2 Placement Workloads and Practice Limits

While students can provide great value to placement agencies, it is important to remember that your placement is a learning experience aimed at developing the skills, knowledge and attitudes required to be practice safely and competently. The activities that you engage in on placement will reflect this, and, under the oversight of your supervisor and placement provider representative, will start more simply, and gradually increase in complexity, workload and challenge in line with your increasing skill and confidence.

It is important to make your role as student clear to other professionals and clients and always practice within the limits of your competence. Students are expected to seek supervisory input in the process of forming and communicating clinical judgements and impressions, when working with clients and service teams. Always consult your supervisor if you are unsure about your capacity to carry out clinical work in a safe and competent manner or if you have any questions or concerns about practice or organisational issues (including workload)—particularly if, at any point, you feel overwhelmed or out of your depth. Concerns about your skill development, the level and complexity of your workload, and the activities you are engaging in while on placement should also be raised with the Placement Coordinator.

2.3.3 Expectations of Student at Placement

Students on placement are expected to conduct themselves in a professional manner consistent with professional work settings. In this way students are expected to:

- Be punctual (including with respect 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 placement provider, its practices or people (staff, clients, and associated parties)—concerns regarding such issues can be communicated with the Placement Coordinator.
- 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.
- Take responsibility for accruing the required hours within each placement as per Table 2. Students will need to closely monitor their hours by ensuring their logbook is completed and signed by their supervisor each fortnight. Students who are not accruing placements hours at the necessary rate that is needed, or who are being referred too many clients need to:
 1. Step One: Discuss with their supervisor strategies for adjusting hours
 2. Step Two: Discuss with the placement provider contact strategies for adjusting hours
 3. Step Three: Review regularly and where the above strategies are not sufficient, contact their Placement Coordinator outlining the issues and strategies they have tried to address the issue.

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

2.3.4 Placement Activities: Definitions and Information

Placement activities are defined by APAC in their accreditation documents. Please ensure you read and understand each of the definitions provided 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 (including supervision hours). Total placement hours include all appropriately logged hours for each of these activities (direct client, client related which includes supervision hours) in a CMI approved placement and under the CMI approved supervision for each placement. Keep your logbook up to date—hours that are not logged, in effect, did not occur! Below is a description of the three activity types (direct-client, client-related and supervision):

1. **Direct Client Activities:** 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 the following activities directly in support of client-focused assessment or intervention: phone calls with clients; face-to-face contact with clients (including e-health modes

of delivery); and meetings where the student reports to the team/organisation (e.g., in the context of a nursing home, an employee assistance program) **where** the team/organisation will enact interventions to the client or is in fact the focus of interventions; work with clients, their families, employers, supervisors, teachers, health providers, or legal guardians, with regard to client care.

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 primary 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.
- In exceptional circumstances, students who accrue more or less direct client hours during a single placement can apply to count hours across placements towards the overall minimum required in the course (1000+ total and 400+ direct client activity). Applications (via email) must be made in advance and approved by the Placement Coordinator and Course Coordinator.

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); note that you need to have an active role and this 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.

- 2. Client Related Activities:** Client-related activities support students to acquire graduate competencies as relevant to the level of graduate competency and/or the area or areas of practice undertaken and are distinct from direct client activities (though supportive of it).

Client-related activities may include the following activities on placement days: 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/organisation; completing log books and assessment tasks for the placement; supervision; professional development activities (e.g., simulated activities, role plays, workshops); travel with regard to client sessions.

Travel, in regard to client care, should be limited to a maximum of 20% of client-related activity hours; this is particularly relevant for regional and remote students on placement.

Please note: Simulations must be recorded as client-related hours only. Simulation is a valuable professional development activity that allows you to safely practice 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. Please record these activities as client-related hours in your logbooks.

Examples of Client Related Activities include:

- Supervision.
- Administrative phone calls or meetings.
- Reading/writing case/file notes.
- Organising future appointments.
- Scoring test material.
- Writing reports.
- Preparing for client contact supervision.
- Organisational project.
- Observing clinical interviews by other professionals (whereby the client is not necessarily a client of the student), and the student does not participate in the interview and remains passive.
- Engaging in educational, professional and skills development activities, such as watching online or recorded materials of therapeutic techniques, attending webinars, etc.
- Preparation of logbooks and placement forms.
- Placement review meetings.
- Presenting a client's case in a clinical review meeting where the student receives feedback from the team. When an appropriately qualified supervisor is present the student may include this time as supervision where the supervisor agrees.

- 3. Supervision:** Supervision is the process of guiding students in their acquisition of graduate competencies (Level 3 or 4) through their direct client activities in a workplace or a simulated learning environment. It can be undertaken either individually or in a group. Supervision may use a range of methodologies that allow for face-to-face communication either in person or electronically.

Requirements for supervision:

- Supervision in clinical psychology postgraduate courses must be provided by a psychologist registered with the PsyBA and holds:
 - an area of practice endorsement in clinical psychology, and

- board-approved supervisor status.
- Supervision can be classified by APAC as a client-related activity (see above definition) and supervision hours are included in the total placement hours requirement for each placement.
- Supervision must be completed at the rate of one hour of supervision for every 7.5 placement hours for CLN560(Supervised Placement A/B) and at the rate of one hour for every 15 placement hours for the remaining placements in the course.
- To facilitate students learning and development, students are not generally allocated to the same primary individual supervisor for both placement units.
- At minimum, students should be undertaking supervision regularly in accordance with the supervision rate required, as stated above. The time between supervision sessions should not exceed 2 weeks.
- A minimum of 50% of supervision in any one placement must be in the form of *individual supervision*, with no more than 50% in the form of *group supervision*. Students are required to monitor this ratio to ensure they are meeting the minimum of 50% individual supervision requirement in each placement. An exception is for placement C where all supervision is to be individual (no group supervision allowed).

2.4 Diversity of Placement Experiences

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

Each placement should be different in clinical focus with different learning goals and have a different primary supervisor, so that students have opportunities to develop competencies, as assessed by varied supervisors and evidenced through placement documents and clinical assessments (e.g., supervisor observation, case reports, MSE's and formulations). All placement settings offer valuable learning opportunities and students are expected to embrace any placement opportunity regardless of whether it may align with any current area of clinical interest.

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.), though this option is available to them if they wish. Rather, students must ensure they acquire a minimum level of experience across the lifespan, clinical settings, and clinical activities over the combination of their four supervised placements. Students should aim to complete the full range of activities with both child and adult populations and family, or secondary consultation with school staff).

In assessing placements as suitable for the student, Placement Coordinators will consider whether students have experienced the diversity required to facilitate meeting the graduate competencies for completing the course. The following sections provide 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 across the placement units in the course. In assessing the suitability of the placement for each student, Placement Coordinators will evaluate the overall student placement experiences to ensure that there is sufficient diversity across the lifespan.

2.4.2 Diversity across settings

There are many settings in which clinical psychologists operate. It is an APAC requirement that the quality and quantity of professional practice education is sufficient to produce graduates 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 the broad range of graduate competencies. Students are required to complete placements that offer diversity in settings rather than in a narrow selection of placement settings as this can limit the student's ability to develop competencies.

CMI will consider the diversity of placement settings across 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:

- **Inpatient hospitals/units/wards:** These settings involve an overnight or longer stay in a psychiatric hospital or psychiatric unit of a general hospital, either privately owned or public (government-operated). Inpatient settings provide treatment to more severely ill mental health patients in the acute phase of mental illness and who typically require around the clock monitoring and care. Additionally, more specific settings provide targeted treatment, such as drug and alcohol detoxification and/or rehabilitation services, eating disorder treatment, towards geriatric concerns, and treatments appropriate for child and adolescent inpatient services.
- **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 do not 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 in order to support students, teachers, and the school community to achieve academic success, psychological health and social and emotional wellbeing.
- **Tertiary settings:** Tertiary based counselling and psychological services provide free, confidential, short to more medium-term psychological support to enrolled clients. They typically have a range of personal developmental, mental health and wellbeing workshops and useful online resources. Where clients of the service require longer term counselling or specific assessment and/or support, they can be referred to appropriate services.
- **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

Presenting issues vary greatly in terms of their course, longer term outcomes, life impacts and level of intervention required. CMI will consider the range of 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 that 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.

2.4.4 Diversity in clinical psychology skills and experience

Students are required to gain experience in clinical psychology using of a variety of clinical skills (assessment, treatment, and professional). Engaging with different supervisors across placement can

facilitate acquiring clinical psychology skills. Students should gain experience across the following three domains:

1. Assessment

- Evaluate a range of psychological disorders with reference to relevant international taxonomies of classification, including disorders of moderate-to-severe level and complexity.
- Use assessment tools and processes related to a wide range of psychological disorders, and including psychometric tests, structured or semi-structured interviews, behavioural observations, measures of functionality, and processes that enable collection of collateral information from multiple sources, including groups and systems relevant to the client.
- Integrate, interpret, and synthesise clinical psychological assessment data with the knowledge of psychopathology to inform case formulation, diagnosis and intervention.
- Evaluate symptom reduction, therapeutic outcomes, the therapeutic alliance, and client progress throughout therapy.

2. Intervention/Treatment

- Select, tailor, and implement appropriate evidence-based interventions on the basis of an initial case formulation, whether for individuals, dyads or carers/dependents.
- Monitor outcomes and make modifications based on evolving case formulation and intra- and interpersonal processes, with care given to the appropriateness of interventions for the client or clients within their wider context.
- Consult and collaborate with other professionals regarding clinical planning and referrals, particularly in the context of complex case presentations.
- Engage in evidence-based practice to understand and manage psychological disorders, including across the age range and across modalities such as e-health approaches.

3. Professional

- Demonstrate respect for the skills and contribution of other professionals.
- Work effectively with a range of professional and support staff in the workplace and communicate and collaborate effectively, within the bounds of ethical and legal requirements.
- Operate within the boundaries of their professional competence, consult with peers or other relevant sources where appropriate, and refer on to relevant other practitioners where appropriate.
- Rigorously apply professional practice policies and procedures, including as they relate to referral management and record-keeping, across a range of workplace settings and with recognition of different organisational cultures and practices.
- Engage in self-reflective professional practice, taking account of the impact of their own values and beliefs, and taking appropriate actions as a result.
- Evaluate the effectiveness of their professional practice, identifying areas for improvement and implementing changes where needed.
- Critically evaluate contemporary scientific literature to inform practice.

2.5 Placement Allocations

Arranging placements differs slightly across each placement unit, as outlined below. More detailed information will be provided within respective Canvas unit tiles.

- **Placement A/B (CLN560)** The first half of this unit involves a series of practical lectures, workshops and assignments designed to increase students' placement readiness. The second half of this unit involves the first independent clinical placement. Students will have an opportunity to discuss their preferences with the Placement Coordinator who will then allocate them to a placement provider suitable to their developmental level.

- **Placements C (CLN662) and D (CLN663)** will occur in a more diverse and in some cases more specialised clinical settings where students have opportunities to work with more severe, chronic, or acute client presentations, e.g., hospitals, acute and subacute inpatient units, or forensic settings. Students will have an opportunity to state their preferences for placements, however the final decision about where students are allocated is made by the Placement Coordinator. Information about this process will be provided in due course.

Once allocated, students are expected to make the most of any placement opportunity regardless of whether it meets a particular interest, preference or location.

Partnerships with placement agencies generally take a minimum of 6 months to arrange, due to the need for an agreement between the placement provider and Cairnmillar. This is to assess the suitability of the placement provider, and the suitability of the placement and the partnership arrangements between Cairnmillar and the placement provider. Students who wish to suggest placement options outside placement partnerships already set up within Cairnmillar need to speak to the Placement Coordinator at least 6 months in advance of the placement start date. The decision to proceed with a new arrangement is at the discretion of Cairnmillar staff. Students need to speak with the Placement Coordinator well in advance of the placement, and **are not to contact the placement provider directly** as this is an arrangement between Cairnmillar and the placement provider.

2.5.1 Placement Application Process

The placement application processes vary across placements and are subject to placement provider application processes. Students will be provided with detailed information via Canvas and through communication with the Placement Coordinator. Students are responsible for adhering to the specific placement provider processes for submitting applications and preparing an appropriate cover letter and CV, and for meeting the placement provider-stipulated application deadlines. Students will also be required to follow the appropriate procedures for submitting applications as directed by the Placement Coordinator as some agencies require the Placement Coordinator to submit applications directly and will not accept applications directly from students. Please ensure you check the appropriate process as following an incorrect requirement may jeopardise your application.

Placements, particularly those in hospital and forensic settings are typically highly competitive. Applications need to be concise, targeted, and professionally presented. Generally, the Placement Coordinator will support students, however they will not provide student with individual application writing support. Students are expected to be self-directed in developing and individualising their applications.

Students are also expected to keep their Placement Coordinator updated about the application process, including if they are offered an interview and whether they have not received an offer.

2.5.2 Placement Offers

Placement Coordinators need to approve any placement offer before students respond to the placement provider. Please liaise with the Placement Coordinator as soon as possible after receiving an offer to ensure timely approval and so students can respond to the placement provider to accept the offer as soon as possible. It is critical that students accept an offer even if they have other applications in process or they are in the process of re-thinking or changing their areas of interest. Failure to do so can mean that this placement is lost to the Institute. Please do not assume that the placement provider can simply fill that placement with another student.

In cases where students have applied for a more than one placement and still awaiting application outcomes then it is important that students are transparent when exploring other placements (e.g., at interview). There is a fine line between students weighing up options in an open manner versus creating

the perception of “shopping around” for the best option. The latter can reflect poorly on the student and the Institute. Please keep in mind that the application process is a considerable investment of time and energy on behalf of agencies, and it is only fair that they invest this time with students who are committed to accepting any given offer. To ensure that students are placed in a timely fashion the Placement Coordinator will implement a deadline for applications after which students are not permitted to consider any new applications or placement opportunities.

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

There are times when students may not be successful in obtaining a placement and students need to inform the Placement Coordinator as soon as possible so that they can work to find an alternative placement in a timely manner. This can occur for several reasons such as:

- a) where there are unforeseen delays or obstacles
- b) students missing out on interviews.
- c) students waiting on the outcomes of interviews and potential offers, placements being investigated not coming to fruition, placement provider-related factors such as staffing especially when it impacts on appropriate supervisory oversight, etc. A student who has yet to secure a placement will be expected to accept an available or allocated placement whether or not this is their preference. This decision is made by the Placement Coordinator when it is deemed necessary.

2.5.3 Workplace Placements

Generally, workplace placements are not permitted in this course. However, in rare instances, students may be approved to undertake a placement in their existing workplace (their place of employment) if the scope of the proposed role is consistent with clinical psychology and if the psychological activities comprising the proposed role are sufficiently distinct from the student’s usual workplace role (e.g., in a separate department, working with a different age cohort). If the placement is to be a paid placement, the financial arrangements are between the student and the organisation; the Institute cannot advise on any financial arrangements included in this agreement.

All placements must meet the criteria for a suitable placement opportunity in clinical psychology in terms of the scope of work to be undertaken, diversity in clinical psychology placement experiences across the course, and its ability to support the unit learning outcomes (see the section on diversity of placement experiences for more information). This also 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., 3-4 clients daily) to allow for development opportunities, reflection, treatment planning, and completion of placement requirements (e.g., logbook entries, case reports, supervision, etc.). Students may continue to work with existing clients (i.e., clients you have engaged with in your employed capacity) as placement clients, if your supervisor agrees. This decision should be made by considering whether continuing your work with an existing client will allow you, with appropriate supervision, to demonstrate the acquisition of *new* clinical skills, including clinical psychology assessment, formulation, and intervention skills.

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. A [conflict of interest form](#) is required where students are known to the placement provider contact, the supervisors, or where there are employment arrangements.

2.5.4 Supervision

Supervisors can be external to the placement (e.g., CMI staff) or practicing on site in the placement setting. Allocation of CMI external supervisors is typically organised by the placement coordinators. Students will receive a mixture of individual and group supervision across placement units. Prior to commencing your placement, you will be provided with contact details for your supervisor, and an introductory email will be sent from the Placement team that includes both you and your supervisor. Supervisors should be clinically endorsed board approved supervisors, however there may be some variation to this depending on the placement setting. Any variation must be approved by the placement team.

2.5.5 Placement Sequence

Students can only be enrolled in one placement per semester as placement units are designed to develop student competencies sequentially and typically according to the course plan outlined above and in the course handbook. At times, due to placement provider requirements—and provided no progress issues have been identified by the supervisor or Placement Coordinator—a student may commence a new placement within the final few weeks of the preceding placement. In these exceptional circumstances, students will only be permitted to commence a new placement if they have satisfactorily completed their Mid Placement Review, their supervisor indicates that there are no progress issues, their logbook is up to date and indicates that they are on track to finish the placement by the proposed date, and the Placement Coordinator determines that they have completed all of the other required placement paperwork and assessments. Course Coordinator permission is also required, to waive the pre-requisite requirement for the subsequent placement.

2.5.6 Passing a Placement

To successfully pass a placement unit, students are required to meet the following requirements:

- Placement activity requirements outlined for each placement in Table 2
- Successfully pass the competency-based placement assessments for each placement outlined in table 3, and
- Be assessed by both the supervisor and Placement Coordinator as meeting the clinical and professional competencies required for the placement unit.

It is the placement supervisor's role to regularly provide constructive feedback to the student throughout the placement regarding clinical competency. This feedback is formally provided at the Mid and End-Placement Review. In cases where students are not making the gains expected on placement, a plan will be developed at the Mid Placement Review to support the student's placement progression and the Placement Coordinator will again attend the End of Placement Review. 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, MSEs, and formulations, etc.), and the student's professional and ethical behaviour throughout the placement, 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.

3. PLACEMENT DOCUMENTS & ASSESSMENTS

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

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 requirements on Canvas. You can find detailed information about how to obtain 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:

- General Registration Certificate
- Police Check
- Working with Children Check
- Immunisation Declaration (if applicable)
- NDIS Worker Screening Check (if applicable)

These must be kept valid throughout your placement and renewals must also be uploaded as required. Failure to submit these documents may jeopardise your placement and your opportunity to see clients. Placement agencies may also require pre-placement activities, such as mandatory training, to be completed before students can commence placement and these must also be completed and provided to the placement provider or the uploaded to Canvas (as per relevant instructions).

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 Cairnmillar Institute's public liability and professional indemnity insurance policies when on external placement, fieldwork or other work undertaken in Australia in connection with a course or approved research work, with the knowledge and consent of the Institute. 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 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 the Cairnmillar Institute's Group Personal Accident insurance Policy.

3.1.2 Immunisations

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 provider with the exception of students undertaking placement with Monash Health and other Public Health Service; you can read more about requirements for [Monash Health here](#).

3.2 Overview of Placement Documents and Assessment Requirements

Students also need to submit placement documents and assessments to Canvas by the due date. These requirements are outlined in Table 3.

Table 3: Placement Assessments (Placement B, C & D)

Placement Documents	Placement A/B, C, D, E & F					Course Total
Placement Agreement (Form A)	Required					5
Quality and Safety/OPSA	Required					5
Mid-Placement Review Meeting	Required					5
Mid-Placement Review Form (Form B)	Required					5
End of Placement Review Form (Form C)	Required					5
Placement Logbook and Hours Summary	Required					5
Unit Assessments	A/B	C	D	E	F	Course total
MSE/Formulations	2	0	0	0	0	4
Case Reports	1	2	2	1	1	6
Supervisors' Observations	2	2	2	2	2	10
Supervisor sights case notes (minimum)	6	6	6	6	6	30
Program/Intervention Evaluation	0	0	0	1		1

3.3 Placement Documents

In addition to the pre-placement requirements, students must submit placement documents and clinical assessment 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 supervisors/placement provider contacts.
- Each assessment document is 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.

The Cairnmillar Institute 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.

3.3.1 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/placement provider 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 Cairnmillar, student and placement provider.
- Confirmation of student placement information.
- Guidelines for placement provider representative and or supervisor.
- Guidelines for placement by students including the setup of learning goals.
- Confidentiality agreement.
- Supervision agreement.
- The student's learning goals.

The students are responsible for arranging a Form A meeting prior to the placement start date or within the first two weeks of commencing placement. The student, Placement Coordinator, individual supervisor, and placement representative (if different to the individual supervisor) are required to attend the Form A meeting.

Students, in collaboration with their individual supervisor, will establish well-defined learning goals. This information enables the Placement Coordinator to ensure that placement goals meet the overall student 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.

Students should note key information contained in the contract on the roles and responsibilities of on-site and external supervisors and placement provider representatives. This information can help guide student expectations about placement provider specific line management and clinical support on placement. This is particularly the case when encountering any challenges, grievances, or critical issues on placement.

Students are encouraged to approach key supports as a first line of contact, particularly around the safety and quality of your placement experience. Ideally, students should do their best to resolve issues collaboratively as they arise. This includes responding to issues around placement experience, workload, client contact hours, clinical risk, and critical incidents.

Please note: For safety reasons students are not permitted to 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.

3.3.2 Placement Quality and Safety Checklist

Purpose: The quality and safety checklist is required to ensure students and the agencies 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 is in place to ensure all stakeholders are clear about their workplace health and safety obligations and responsibilities for delivering services off-site (where applicable). 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 to make any required adjustments to facilitate the student's learning and development.

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

Approximately half-way through the placement, the student will arrange and attend a meeting with the primary individual supervisor, Placement Coordinator (or suitably qualified delegate), and at times the placement provider 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 of the meeting for the Placement Coordinator (or suitably qualified delegate) to finalise.

2. Mid-placement review meeting

A mid-placement review meeting is required to take place between the student, their clinical supervisor, the Placement Coordinator and, at times, the placement provider representative where the clinical supervisor is external to the organisation. This meeting needs to occur within two weeks of the mid-point of the placement. Students are responsible for arranging and scheduling this meeting. Placement Coordinators will advise students via Canvas about how to book a mid-placement review meeting.

During the meeting the student, placement provider representative, clinical supervisor, and Placement Coordinator (or suitably qualified delegate) will discuss the student's progress and decide on an outcome and plan any action that needs to occur to help the student progress and meet their learning goals, competency standards, and placement requirements.

Where student progress issues are identified at any point in the placement, the Placement Coordinator (at the request of the supervisor or otherwise), can trigger a placement review process. The aim of this is to identify competency areas that require more focused attention before the placement is completed and to outline any further supports that the student may need. This may result in the co-design of a learning plan for the student to further develop these areas to meet the required standard needed for successful unit completion.

3.3.3 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 to provide feedback about areas for further development in the next placement.

Due dates: End-of-placement review meeting: due within 2 weeks prior to the end date of placement and the 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 Coordinator (or suitably qualified delegate) to finalise.

2. End-of-placement review meeting

An end-of-placement review (EPR) meeting is required to take place between the student and their clinical supervisor, and where relevant the placement provider representative may also be invited to attend to contribute to reviewing the student's professional performance within the organisation. 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 clinical supervisor (and the placement provider representative and Placement Coordinator where relevant) will discuss the contents of the end-of-placement review form and the 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 end of placement review form should be shared with the subsequent placement supervisor as a tool to assist with identifying relevant learning goals.

3.3.4 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 keep their logbook up to date (fortnightly) so supervisors can approve entries within SONIA. The completed 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 basic client/activity details, the time spent undertaking them, and their reflections. All students will maintain their logbook throughout each placement. These records should align with the placement learning goals, and demonstrate that the student has met the placement requirements.

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 their level of Excel / computer skills.

Reflective practice

Reflective practice is essential to psychological practice and students are expected to reflect on their placement activities, discuss these reflections with their supervisors and document them in the logbook. Guidance around appropriate reflective practice will be provided by supervisors, and students are encouraged to develop their own capabilities and understanding of reflective practice through reading and/or professional development.

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 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 them 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.

End of placement logbook submission

At the end of each placement unit, students must collate all signed PDF Logbook weeks with the hour summary page into one complete and final PDF logbook and submit to Canvas for the Placement

Coordinator 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 information.

The Cairnmillar Institute 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.

3.4 Placement Assessments

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

3.4.1 Mental Status Examinations/Formulations (Placement A/B)

Purpose: MSEs and formulations are designed to assess students' ability to describe, assess, and observe a client's psychological functioning and mental state and draw on psychological theory and research to describe a client's problems/needs and how it developed and is being maintained.

Due date: Two MSEs and formulations are due in Placement A/B. To improve learning and development, one MSE and formulation should be completed before the mid-placement review and the remaining two before the end-of-placement review meeting. A different client must be selected for each set of MSE and Formulations (i.e., two clients in total).

All MSEs and formulations must be deidentified, assessed and signed off as satisfactory by the approved primary individual supervisor on placement prior to submitting them to Canvas.

Students must complete a comprehensive MSE and formulation. It is recommended that students read the guidelines provided on Canvas and discuss the structure and content of MSEs and formulations with the supervisors prior to undertaking these tasks.

Please ensure that your MSEs/Formulations are deidentified and in pdf format before submitting them to Canvas.

3.4.2 Case Reports (Placements A/B, C, D, E & F)

Purpose: Case reports are required to assess the student's 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: One cognitive case report is due in placement A/B (e.g., WISC, WAIS, WMS, etc.). Two case reports are due in each of placements C and D, and one case report due in each of placement E and F. To improve learning and development one case report should be completed before the mid-placement review and the other before the end-of-placement review meeting.

Students must complete a comprehensive case report using the guidelines for writing a Case Report available on my.CMI. Each case report must be assessed by the CMI approved primary individual supervisor on the relevant placement, deidentified, and signed by the supervisor as satisfactory, before being uploaded to Canvas.

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. The case reports can either be comprehensive psychological assessment reports or reports on a course of intervention/treatment.

The following case reports are required in total for Placement C & D:

- One cognitive assessment case report (using standardised cognitive assessment tools; e.g., WISC, WAIS, WMS, etc.).
- One personality assessment case report (adults only using a standardised broad-based personality assessment tool that measures psychopathology, e.g., PAI).
- Two intervention/treatment case reports (one child and one adult).

Across placements E & F students are required to complete at least one case report for each placement. This can be one intervention/treatment or one testing and measurement (assessment) report. A minimum one of each report type (intervention or assessment) need to be completed across Placements E & F. Hence, if an intervention case report is completed in Placement E, an assessments report is completed in Placement F and vice versa.

Information about accessing psychological assessments through the test library, including Q-Global, can be found on [my.CMI here](#).

Students are advised to consider these requirements ahead of time, such as when commencing placement and if necessary, volunteer for appropriate assessment opportunities when indicated.

Please ensure that your case reports are deidentified, cosigned by the supervisor and saved in pdf format before submitting them to Canvas.

3.4.3 Supervisor Observations (Placements A/B, C, D & E)

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.

Due date: 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 incorporated into your work for the remainder of the placement.

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

If the student's supervisor is not located onsite and cannot observe 'in vivo', direct observation may occur by way of secure videorecording, with the client's consent. This confidential information is not required to be submitted to Cairnmillar.

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 supervisor observation. Alternate supervisors will need to liaise with the primary individual supervisor prior to giving the student feedback about the observation.

Students are required to:

- **Obtain informed consent from the client for supervisor observations.** If students need to video and audio 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 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](#).

3.4.4 Program Evaluation (Placement E or F)

Purpose: The program evaluation requirement is designed for students to demonstrate higher level competencies related to the scientist-practitioner competency domain and specifically as it applies to developing knowledge and skills in program evaluation or intervention monitoring and evaluation.

Due Date: A program evaluation report is due by the end of Placement F, however it can be completed within placement E.

Students are required to complete an evaluation of a treatment or intervention (e.g., group program) or aspect of treatment service delivery within the placement setting. Routine outcome monitoring of the student's own treatment outcomes could also be considered to meet this requirement. Students will have some choice as to the nature of the evaluation they undertake but will also collaborate with the Placement Coordinator to identify a project that may benefit the placement agency.

Students are required to discuss opportunities and preferences for the Program/Intervention Evaluation requirement with the Placement Coordinator, agency representative and supervisor prior to placement commencing and are expected to have this requirement completed by the end of placement review. Students will be required to have made substantial progress towards the evaluation and provide a progress update during the mid-placement review.

3.4.5 Supervisor sights case notes (ALL Placements)

Purpose: Supervisors are required to sight and sign off on a minimum of six client case notes per 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.

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

Students are required to provide their CMI approved primary individual supervisor with a minimum of six case notes per placement. Where the supervisor is external to the placement provider, the student will be required to deidentify the case notes.

Supervisors will review the case notes and provide feedback to students about areas for improvement in case note form and content. Supervisors will indicate on the mid and end-of placement reviews the number of case notes reviewed by the supervisor and that they are satisfactory.

3.4.6 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 not secure enough for sending health information according to privacy laws.

3.4.7 Student Evaluation of Placement

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

4. PLACEMENT PROGRAM POLICIES

4.1 AHPRA and PsyBA Registration Standards, Guidelines and Policies

Students in this course hold, typically provisional, 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 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 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

Onsite Clinical Supervisor

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

- Orienting students to the organisation (e.g., relevant staff members, equipment, physical environment, organisational policy and procedure, etc.).
- Clearly establishing the student's role within the organisation, including details of the work expected.
- Developing a relationship with the student that facilitates open discussion of difficulties and potential problems.
- Demonstrating a commitment to the supervision relationship (e.g., setting up a regular supervision time, supervision contract, and discussing with the student his/her/their learning goals).
- Providing specific and detailed feedback on all aspects of the student's performance, including direct observation of the student as required for the specific placement (e.g., video or audio recording, co-therapy, sitting in).
- Where possible, providing an opportunity for the student to observe the supervisor, and other staff.
- Sighting and signing student's case notes and written works.
- Sighting and signing student's placement activity logbook.

- Alerting the Placement Coordinator of any concerns regarding the student's performance at the placement provider.

External Supervisor

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

- Where possible, liaising with the placement provider representative periodically about student's performance at the placement provider.
- Sighting and signing student's case notes and written works on at least 5 occasions.
- Sighting and signing student's placement activity logbook.
- Providing specific and detailed feedback on all aspects of the student's performance, including direct observation of the student on at least 3 occasions (via e.g., video or audio recording, co-therapy, sitting in, etc.).
- Alerting the Placement Coordinator of any concerns regarding the student's performance at the placement provider.

Placement Provider Representative

When there is no on-site clinical supervisor at the placement provider, the Placement Provider Representative is responsible for:

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

4.3 Changes to Placement

4.3.1 Student Absences

Any absence of a day or more from placement must be reported to the appropriate placement provider contact in the first instance, and via email to your individual supervisor and Placement Coordinator. Students 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.

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 placement provider at least four weeks in advance of the leave start date and apply via email to the Placement Coordinator.

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

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](#).

4.4 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 a supervisor external to the placement provider 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 a placement provider cannot provide alternative appropriately qualified supervisor, the student should alert the Placement Coordinator and request interim supervision.

4.5 Confidentiality, Informed Consent and Record Keeping

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

4.5.1 Confidentiality

Students are reminded that client information is confidential. As such, it 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.

4.5.2 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 placement provider's informed consent process, however where there is no informed consent form, students can use the [CMI informed consent form](#).

4.5.3 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., the Victorian Health Records Act 2001) and national (e.g., the Privacy Act 1988) legislation. Prior to commencing placement, students, in liaison with the placement provider contact and their supervisor, must determine whether case notes can be stored with the placement provider. Where this is not possible, it is mandatory that students store their case notes with the Cairnmillar Institute 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 the Placement Coordinator about specific confidentiality requirements within a school setting and make appropriate and approved arrangements about continuity of care and information sharing.

4.6 Risk and Incident Management and Reporting

4.6.1 Risk Management

Students on placement are required to ensure they are aware of and follow the placement provider 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 2a: Contact appropriate placement provider staff (i.e., clinic director, onsite supervisor, placement contact if a psychologist) for assistance and support to manage the risk.

Step 2b: If placement provider staff are not available then contact your supervisor to discuss the risk assessment and management of the client. **Step 3a (where applicable):** If the appropriate placement provider staff are unavailable to support students on placement or take crises counselling, then contact the Cairnmillar Institute in the following sequence.

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 Cairnmillar staff member.

Step 3b (where applicable): If out of hours or reception is unavailable, contact individual staff members in sequence as follows:

1. **Course Coordinator:** A/Prof. Richard Moulding, 0412 879 603
2. **Dean:** Prof. Linda Byrne 0416 166 277

To ensure student safety on placement, students who escalate a risk management situation to the Cairnmillar Institute 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.

Students are required to advise both their supervisor and placement provider contact as soon as reasonably possible about the situation.

4.6.2 Critical Incidents

The Cairnmillar Institute 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 the Institute is 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 the Institute's staff and or its students. A traumatic event could include:

1. Students reported missing.
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 placement provider and CMI placement staff immediately and if located outside the placement provider (e.g., clinic, school) then you must advise the placement provider 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 (richard.moulding@cairnmillar.edu.au) within 24 hours of the incident.

4.6.3 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 provider staff. Students who do not have the opportunity to debrief due to unavailability of placement provider staff can contact CMI staff as per the sequence of contacts listed under in the risk management section above.

4.7 CMI Support Services

The following services are available to students:

- **Counselling & Support for Students:** Please refer to '[Counselling for Students](#)' on my.CMI. Note this service is confidential and impartial, and external to the Institute's own clinic.
- **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](#)

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

Course Coordinator: A/Prof. Richard Moulding | Phone (03) 9813-3400 or email richard.moulding@cairnmillar.edu.au

Placement Coordinator: Phone (03) 9813-3400 or email pc-clinicals@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: Prof. 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>