

2-Placement Model Placement Proposal Guidelines

Master of Clinical Psychology (Post Registration)

Use these guidelines to help you understand more about the information required in the Placement Proposal. The guidelines are structured in sections according to the section/page number on the Placement Proposal Form in Sonia Online.

If you have any queries or require clarification about the placement proposal, please email pc-postreg@cairnmillar.edu.au and ensure the subject line of the email is: **'Enquiry: Placement Proposal'**.

If the inquiry is of a purely administrative nature, please email placements@cairnmillar.edu.au.

About Placement Proposals

All students are required to prepare and submit a placement proposal no later than ten weeks *prior* to the proposed placement start date for Placement A, and no later than eight weeks for Placement B. (this includes students who have been successful in obtaining a placement via an EOI process). Please note that students sourcing placements with any Government entity (e.g., hospital) will need to submit a placement proposal at least 12 weeks prior to their placement start dates due to the extra due diligence and requirements with these organisations.

The purpose of these proposals is to:

- Support students with arranging a suitable placement opportunity that meets their learning needs
- Provide placement coordinators with sufficient information to assess placement suitability
- Inform the placement provider and supervisors about the support needs for students on placement

Placement coordinators will assess the placement proposal and either approve/deny the placement or request further information to enable sufficient placement suitability assessment.

When commencing your first placement, you will submit a proposal for Placement A with all fields completed relating to your first placement. At this time, while details may not be finalised for your second placement, please also complete as much detail as possible for Placement B – particularly the information in Section 6 'Placement B Planning Overview'. This is so the placement coordinators can review your overall placement proposal for placement diversity across the two placements. While your Placement B details will be noted in your initial submission, this placement will not be fully reviewed or approved until you submit your Placement B proposal at the end of your first placement.

Process for completing the Placement Proposal

1. Identify clinical psychology learning and development goals in line with course requirements.
2. Identify potential placement settings that provide opportunities to meet the learning goals and requirements.
3. Engage with potential placement providers based on identified learning and development goals.
4. In collaboration with the placement provider (and proposed onsite supervisors if relevant) complete the placement proposal in full.

5. Submit the placement proposal and position description to Sonia at least 10 weeks prior to placement start date (or 12 weeks if in a hospital, government, or public health setting).

6. Your draft proposal is only approved and finalised once your Placement Coordinator has clicked the 'Placement Coordinator Approval' button at the bottom of the form.

Student Details

Note: Some form fields will pre-populate based on information we have already imported into SONIA. Complete any missing information:

- **Student ID:** This is your CMI student identification number
- **Student Name:** Your first name, surname, and preferred name. If you have changed your name at any time since entering this course, please indicate by placing your previous surname in brackets.
- **Student Email/Phone** – please only include your **Cairnmillar student email address** and preferred phone number. Please do not include a personal email address.
- **Course Name:** this is your course name.
- **Enrolment Stream:** Select the stream you are enrolled in. That is, 'Self-Sourced' or 'CMI-Supervised'. Students can check their enrolment stream via Paradigm.
 - 'Self-sourced' students are those that have sourced their own supervisor for their placement
 - 'CMI-Supervised' students are those who are being supervised under the CMI supervision model and will have their supervisor allocated by CMI (unless
- **Placement Unit Name:** Unit name.
- **Placement Unit Code:** Unit code.
- **Placement Group:** your unit description.
- **AHPRA Registration Number:** Please provide your registration number that starts with a PSY and will be on your psychologist registration certificate. You can also find this number on the [AHPRA website here](#) by using the search function.
- **Placement Coordinator Details:**

Section 1: Placement Details

- **Semester and Year:** Please specify the relevant semester and year you are completing your placement. For example, 'Semester 1 2025.'
- **Placement Start and End Dates:** Use the calendar function to select the dates you propose to start and finish your placement. Some considerations for deciding your placement start and end dates are:
 - Placements need to be completed at a minimum of two days per week and maximum of three days per week at 7.5 hours per day.
 - Consider any leave required, public holidays, and periods when the provider is closed (i.e., religious celebrations, school holidays etc.) during the placement and include this in the planned leave or public holiday section below.
 - Consider that placements should align with the academic semesters, with Semester 1 placements typically occurring from early February to June each year and Semester 2 placements, from July to December. Confirm placement start and end dates with the placement provider to ensure it fits with placement provider's operational needs.

- **Days attending placement:** Both Placement A and B are 50-day placements. Any request outside of a 50-day placement needs to be discussed with your placement coordinator prior to submitting your placement proposal
- **Placement hours/week and Placement days/week:** A placement day = 7.5 hours, therefore, please specify how many hours/weeks and how many days/weeks you will be on placement.
- **Number of weeks on placement (whole number):** Please specify how many weeks you will be on placement, noting that a 2 day per week placement will be 25 weeks in total, and a 3 day per week placement will be 17 weeks of placement.
- **Number of Public Holidays impacting placement:** Please review any scheduled State or National public holidays during your placement dates and confirm if any public holidays will impact your placement. Please note that students are not permitted to undertake placement activity on a public holiday unless their placement agency remains open to clients on these days, such as in certain public health settings.
- **Planned leave:** Please indicate any periods of leave scheduled during the placement. Enter leave start and end dates in the following format 12/12/24 – 13/1/25. Confirm if your planned leave has been discussed with your agency provider and specify how many days of placement will be missed due to your leave.
- **Placement Organisation Details: Organisation name, site name, and website URL:** These fields are self-explanatory.
- **Placement Provider details (student contact name, position, contact number & email):** The main agency contact person is typically the person within the organisation with whom both you and the staff at CMI will liaise throughout the placement.
- **Partnership Contact person's details:** The SPA (Student Partnership Agreement) contact person can be the same as the main contact or may be a different staff member at the placement provider. The SPA is an agreement between CMI and the placement provider. The placement provider should advise you who this contact person will be. If the SPA contact person is the same as the main contact, enter 'as above' in the name field only.

Section 2: Placement Requirements

- **Assessments:** Select the relevant option from the drop-down box to indicate what assessments you are proposing for Placement A. When completing the form for Placement B, confirm which assessments have already been completed.
 - As per placement requirements, for each placement, students are required to complete **two** MSE/Formulations and **two** case reports. At the completion of both placements, students would have completed four case reports, consisting of one child treatment report, one adult treatment report, one personality case report (adult) and one cognitive case report (child or adult).
 - Students are also required to have their clinical work directly observed by a supervisor on at least three separate occasions, so they will need to submit three observations for each placement.
- **Hours:** Enter the number of hours completed, proposed, or in progress for each placement. As per placement requirements, minimum placement hours for each placement are:
 - 375 total placement hours (50 days)

- 150 direct client activity hours
 - 225 client related activity hours
 - 39 supervision hours for Placement A (minimum of 20 individual supervision hours)
 - 25 supervision hours for Placement B (minimum of 13 individual supervision hours)
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- **Section 3: Placement Setting Details A) Placement Setting:** Indicate the type of placement setting. For example, Inpatient hospital; Community, NGOs, Crisis and Outpatient; School; Forensic; and Private practice. See glossary below for definitions of settings. Please provide additional information if your placement setting is not listed.

 - **B) Type of Placement:** Select the option that best describes your placement arrangements. *'Workplace placements' refer to an existing place of employment whereby you have converted your role to a placement.* Paid placements undertaken purely for the purposes of the placement are not classified as a 'place of employment'.
 - **Bi)** you are completing a placement in your workplace you will need to complete a Conflict-of-Interest form and briefly describe how the placement role will be distinct from your usual psychological practice.

 - **Bii)** In assessing placements as suitable for the student, Placement Coordinators will consider whether students have the diversity required to facilitate meeting the graduate competencies for completing the course. The scope of the work at the placement provider of employment must be consistent with that of a clinical psychology placement (as described above) and the placement proposal must clearly demonstrate how the placement will offer distinctly novel learning opportunities to your usual work role.

 - **C) Onsite support:** Please briefly describe what onsite supports are available during the placement, for example on call senior psychologist via telephone, other clinicians are in the building, clinical reviews, peer consultation, regular meeting with placement provider representative, and transdisciplinary learning.

 - **D) Clients across the lifespan:** Check the box for placements that will provide you with opportunities to work with clients across the lifespan (including children and families, working age adults and older adults – see glossary).

 - **E) Client age groups:** Please check only those boxes where you worked or plan to work with the client group for 10% or more of your total direct client hours for the placement. Please remember, students must accrue the following ratio of hours at the completion of both placements:
 - A minimum of 25% (75 hours) of Direct Client Hours must be accrued working with *children and families* (see glossary).
 - A minimum of 25% (75 hours) of Direct Client Hours must be accrued with *working age and/or older adults* (see glossary).
 - A minimum of 25% of the total hours accrued across all age groups and settings (75 hours) must be with clients who your supervisor has deemed to fall into the *complex presentation* category (see glossary).

 - **F) Primary Mode of Delivery:** Please specify the primary model of delivery for your direct client contact, options include Face to Face, Video Telehealth or Other Telehealth.

- **G) Complex Placement:** Will there be opportunities to work with complex presentations? Check the box for placements that will provide you with opportunities to work with complex presentations (see glossary) and if yes, briefly describe how your role in this placement will provide for these opportunities.
- **H) Cognitive/Neuropsychological Assessments:** Will there be opportunities to complete neuropsychological assessments? Please remember, at the completion of both placements, students need to have completed one child neuropsychological assessment and one working adult/older adult neuropsychological assessment.
- **I) Approved Supervisor Observations:** It is a course requirement that your supervisor can directly observe you providing clinical psychology services to clients *at least three times* across each placement. This may be via direct observation (e.g., in vivo or through co-therapy) or via watching an audio-visual recording of the student's practice.
 - Some settings, such as forensic settings, may have organisational limitations that do not allow your external supervisor to observe you in person or allow a recording of you providing clinical psychology services to a client. In such cases, other arrangements may be negotiated (for example, another Board-approved supervisor may be available to undertake the direct observation and liaise with your individual supervisor). Where your supervisor is unable to directly observe you providing clinical psychological services, please speak with your Placement Coordinator.

Payment: Please advise if you will receive payment from the placement provider during your placement.

Section 4: Supervision Details -

As CMI Supervisors will be allocated after approval of the placement proposal, this section may be left blank, unless you are undertaking a hospital or specialised placement and are aware of your allocated onsite supervisor. If so, please complete all relevant details of your supervisor.

- **Individual and Group Supervisor Details (supervisors' name, contact number, email and primary work location):** These fields are self-explanatory. Please note that for diversity of professional experiences students are required to have a different individual supervisor for *each* placement.
- **AHPRA #:** This is the supervisor's psychology registration number. You can search for the supervisor's registration number here. This will also provide you with information area of practice endorsement(s) (AoPE's) the supervisor holds.
- **Expiry date of Board Approved Supervisor Status:** Select the date the supervisors board approved supervisor status expires. You can search for the expiry date for supervisor's board approved status here. **Please Note:** This uses a different search function than the one used for registration numbers and AoPE's.
- **Supervisor's location:** If the supervisor is located within your setting, even if you see them via telehealth, please select 'Onsite'. Otherwise, select 'External'.
- **Supervisor Area Practice Endorsement:** Check each box to indicate which AoPE's (Area of Practice endorsements) the supervisor holds with the AHPRA. You can search for your supervisor [here](#) and this will provide you with information about both their registration number and the AoPE's they hold.

Section 5: Placement Learning Opportunities

This section is important for assessing the placement for goodness of fit with your learning and development towards gaining graduate competencies in Clinical Psychology.

- **New learning opportunities:** Please complete this section with reference to the following information and the placement learning requirements outlined in Section 2.2 ('Placement Unit Learning Outcomes') and Section 2.4 within the Placement Handbook ('Diversity of Placement Experiences').
- Clinical psychology placements occur in a broad range of settings where students have the opportunity to apply knowledge of psychopathology and culturally responsive assessment and intervention across the lifespan. In accordance with APAC professional competencies for clinical psychology, appropriate placements will offer students opportunities to focus on skills such as evaluation of psychological disorders, including those of high complexity and severity; use of various assessment tools, including standardised psychometric tests and assessments; the integration of psychological assessment data and knowledge of psychopathology to inform clinical case formulation, diagnosis and intervention planning.
- **Placement activities:** With reference to the above, please list the specific placement activities you will undertake to support the learning opportunities you have outlined above. For example, you may refer to the following for guidance but list specifics:
 - What format will you be using when working with clients? For example, individual, group, manualised etc.
 - What interventions and therapy types will you employ? Such as, solution focused, family therapy, CBT, interpersonal therapy, ACT, etc.
 - Which specific and type of assessments will you undertake? Such as risk, cognitive, diagnostic, neurodevelopmental, personality, progress measures etc.
- **Social and Cultural responsiveness to diversity:** Please indicate in terms of clients, activities, and supervision how this placement will support you to develop competencies in relation to diversity. Social and cultural diversity is defined by the Psychology Board of Australia as: *The ability to apply knowledge and understanding of how the practice of clinical psychology is influenced by social, historical, professional and cultural contexts. This includes demonstrating the ability to competently and ethically practice with people who differ from the psychologist in ways including, but not limited to: age, race, colour, culture, gender, geography, language, sexual orientation, educational attainment, physical attributes, cognitive capacity and socio-economic status and religious-spiritual orientation. This includes sensitivity and knowledge of working with Aboriginal and Torres Strait Islander people.*

Section Six: Placement B Planning Overview: As per the above instructions, while we understand details may not be finalised for your second placement, please also complete as much detail as possible for Placement B in this section, particularly for placement arrangement information A) to J). This is so the placement coordinators can review your overall placement proposal for placement diversity across the two placements. While your Placement B details will be noted in your initial submission, this placement will not be fully reviewed or approved until you submit your Placement B proposal at the end of your first placement when you will complete your Placement B learning plan.

Section Seven: Supporting Documentation

- **Position Description:** The placement proposal requires students to attach a position description of their placement role on the Placement Provider's letter head.

- **Supervisor CV:** As it is an APAC requirement for us to hold the CV of all supervisors involved in training our students, we ask any student who is receiving onsite supervision from their placement provider to upload their supervisor's CV (both individual and group) with their proposal. If this isn't available at the time of submitting your proposal, please advise your supervisors to email their CV's to pc-postreg@cairnmillar.edu.au.

Where the placement provider does not have an existing position description of the student's role while on placement, students will need to construct a position description in collaboration with the placement provider.

The position description must include the title of your position, reporting requirements (include internal staff and/or external contacts and if there is any conflict of interest), responsibilities, tasks and activities to be undertaken and hours of work.

If a PD has not been provided by the placement provider, then students can create one that is agreed upon by the placement provider, with the placement provider signing off the document submitted by the student as an accurate representation of placement position.

If students are having to create their own PD, there is no specific format or layout. However, the following areas should be included:

- Name of Placement provider
- Placement provider representative name and their contact details
- Placement provider focus/ specialties
- Title of your Position
- Reporting requirements – who will you be reporting to (include internal staff and/or external contacts and if there is any conflict of interest):
- Clearly articulate the nature of the services provided by the placement provider
- Role and Responsibilities / tasks and activities to be undertaken by student for specific role:
- Hours of work

Final Steps:

Please follow the instructions in Sonia Online regarding **saving your proposal as a draft**, before having it endorsed by your placement coordinator, prior to sending it to your placement provider to confirm final details.

Glossary

- **Children and families:** psychological work with children aged 0-18, and their parents or carers. This may take the form of direct work (for example, CBT for an anxiety disorder) or indirect work (parent skills training, or behavioural work with a family member or carer designed to benefit a child under the age of 18). Individual supervisors are responsible for determining whether a client meets the criteria for 'children and families' and verifies this by signing the logbook.
- **Complex presentations:** work with clients who's presenting issues include overlapping neurodevelopmental disorders, severe mental disorders such as schizophrenia, bipolar disorders or psychosis, clients at very high risk of suicide, clients under the care of statutory services or legislation, and clients at high risk of criminal conviction. Individual supervisors are responsible for determining whether a client meets the criteria for 'complex presentations' and verifies this by signing the logbook.
- **Neuropsychological Assessment:** Assessment activities that require the student to use skills and methods beyond those involved in the routine assessment of presenting issues, clinical progress and psychosocial functioning over a course of psychological therapy. It will usually involve the synthesis of information derived from structured clinical assessments and standardised psychological tests, assessments or methodologies. Common examples include cognitive and other neuropsychological assessment, capacity and other medicolegal assessments, extended assessments of the risk of interpersonal violence or other forms of aggression, assessment for the purposes of diagnosing neurodevelopmental disorders, and personality assessment. Individual supervisors are responsible for determining whether the work undertaken with a client meets the criteria for 'advanced clinical assessment' and verifies this by signing the logbook.
- **Older adults:** psychological work with adults aged over 70 years. Individual supervisors are responsible for determining whether a client meets the criteria for 'older adults' and verifies this by signing the logbook.
- **Placement Settings:**
 - **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, geriatric concerns, and 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).
 - **Schools:** The integration of psychological services provided within school settings varies greatly. Some schools have integrated mental health services, including secure case note storage, employed mental health clinicians and established service delivery models while others don't and psychological services are in-reach but external to the school environment (e.g., no case note storage system, little to no established policies to support the delivery of mental health services etc.). Psychological service delivery within schools varies and can

include applying psychological and educational expertise to support students, teachers and the school community to achieve academic success, psychological health and social and emotional wellbeing.

- **Forensic:** settings 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.
- **Psychological Therapy:** evidence-based psychological interventions, based on a documented assessment, formulation and treatment plan of the client, and undertaken for the purpose of addressing the signs and symptoms of mental disorder. This will usually be aimed at individuals, couples or groups, seen over the course of several sessions.
- **Working age adults:** psychological work with adults aged between 18 and 70 years. Individual supervisors are responsible for determining whether a client meets the criteria for 'working age adults' and verifies this by signing the logbook.