

Master and Doctor of Psychology (Clinical Psychology) 2026 Placement Handbook

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

Courses: PY091 Master of Psychology (Clinical Psychology): MPsych (Clinical Psychology)
PY101 Doctor of Psychology (Clinical Psychology): DPsych (Clinical Psychology)

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Welcome to the Master and Doctor of Psychology (Clinical Psychology) programs at the Cairnmillar Institute (CMI). 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 history of clinical excellence.

Postgraduate psychology at CMI

CMI's postgraduate psychology programs are designed to help students develop a broad foundation of knowledge and skills and apply these in real world practice contexts. Students in the Master and Doctor of Psychology (Clinical Psychology) are required to hold provisional or general registration with the [Psychology Board of Australia \(PsyBA\)](#) for the duration of their enrolment and are expected to meet relevant registration standards and professional conduct requirements.

Accreditation and graduate outcomes

This course is accredited by the [Australian Psychology Accreditation Council \(APAC\)](#). On successful completion, graduates may be eligible to apply for general registration as a psychologist (subject to current regulatory requirements) 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

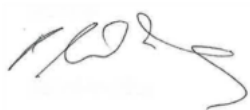
The course has three integrated components: coursework, research and the supervised placement program. This handbook explains the placement program requirements and what you need to obtain, undertake, and successfully complete placement. For coursework requirements, refer to the [Course Information Handbook](#). This placement handbook is required reading for all students and will help provide clarity about placement and placement requirements.

While this handbook is accurate at the time of publication, updates may occur. Always check Canvas, SONIA and unit outlines (if relevant) for the most current instructions and due dates. If required information is not available or remains unclear, the placement team.

Placement Contacts

- Clinical Placement Coordination Team — pc-clinicals@cairnmillar.edu.au
- Placement Administration Team — placements@cairnmillar.edu.au
Phone: (03) 9813 3400

We hope you find the placement program both challenging and rewarding and that your training at CMI supports your development as a safe, reflective, and capable practitioner.



Professor Richard Moulding
Course Coordinator



Professor Linda Byrne
Dean

1. PLACEMENT ESSENTIALS

1.1. Purpose of Placements

Placements provide supervised opportunities to apply and consolidate learning from coursework in real practice environments. Placement learning is integrated with academic units so that foundational knowledge and skills either precede, or occur alongside, placement activities.

Placements operate within a partnership model involving CMI, placement providers, supervisors, and students. Placement settings are professional workplaces and service environments. Students are expected to engage respectfully and responsibly, including by meeting attendance and administrative requirements, complying with workplace policies, maintaining confidentiality, and responding to feedback and supervision constructively.

Placements are both a learning context and a professional accountability context. Supervisors, placement providers, and CMI staff support student learning while also ensuring that students meet required competencies, inherent requirements, and Fitness for Practice (F2P) standards.

1.2. Getting Started

1.2.1. Placement Systems

You will use three main platforms during placement:

1. **SONIA** - placement management system (forms, timesheets/logbooks, submissions, reviews, and key placement tasks).
2. **Canvas** - placement unit information, announcements, resources, and assessment guidance.
3. **my.CMI** - student support and additional information.

1.2.2. Mandatory Pre-Placement Actions

Students must complete the following requirements at least three months prior to placement commencement.

1. **CMI Email.** All placement correspondence is sent to your CMI email. Check it regularly and respond within 2–3 working days. You may redirect your CMI email to a personal account. See my.CMI: [Email setup and management](#).
2. **Pre-Placement Compliance Checks (must be approved before starting placement)**
Failure to complete these checks may delay or prevent placement commencement. Start early and keep documents current throughout placement. Upload renewals to SONIA by the required dates.
 - a) **Working with children's check** (equivalent): must remain valid throughout placement. Please ensure you hold the correct check based on your placement circumstances (voluntary/employee). [Click here for more information about obtaining and maintaining a valid Working with Children Check](#).
 - b) **National Police Checks:** Required annually. [Click here for more information about obtaining and maintaining a valid police check](#).
 - c) **AHPRA Registration:** students must provide a current copy of their AHPRA registration certificate in SONIA and maintain registration for the duration of the course.
 - d) **Registration or practice restrictions:** you must notify CMI (placement and course coordinator) within 24 hours of any conditions, restrictions, cautions, notifications, and outcomes of notifications, and any changes that affect your ability to practice while enrolled in the course.

3. **Provider Specific Checks**

Some placement sites require additional checks or training (e.g., NDIS screening, immunisations, mandatory training). Check SONIA and site instructions and confirm requirements with your Placement Coordinators if unsure.

4. **Course Specific Requirements**

You must complete mandatory pre-placement workshops and associated assessments before commencing placement. Workshop dates and requirements are published on Canvas.

5. **Pre Placement Recommendations**

- Keep your CV current (placement-ready)
- Maintain a list of learning interests (presentations, placement settings, lifespan populations, skills).
- Prepare a cover letter template you can tailor quickly.

1.3. Placement Expectations

Placement is a core component of your professional development. You are expected to represent CMI professionally and practise safely at all times. These expectations align with the competencies assessed at the mid- and end-of-placement reviews.

Professional and reliable practice.

- Attend placement as scheduled and be punctual for client sessions, supervision, and meetings.
- Complete the placement for the full agreed period and meet placement requirements (including tasks and hours).
- Communicate clearly and professionally by email, phone, and in person, within a reasonable timeframe.
- Work within student scope and seek guidance when you are unsure.

Respectful workplace engagement.

- Follow site policies and procedures (e.g., privacy, record keeping, workplace health and safety).
- Treat staff respectfully, including administrative staff.
- Present professionally (dress appropriate to the setting).
- Raise concerns through the appropriate channels (supervisor and/or Placement Coordinator) and not informally in the workplace.

Ethical practice, boundaries, and safety.

- Maintain professional boundaries with clients, supervisors, and staff.
- Avoid dual relationships and do not accept gifts from clients.
- Follow ethical and legal obligations, including confidentiality and duty of care.
- Escalate safety concerns, and raise early any barriers or circumstances that may impact on your ability to complete placement duties.

Active learning and supervision engagement.

- Track hours and tasks and keep SONIA records current.
- Set learning goals early and review them regularly with your supervisor.
- Use supervision effectively (prepare, reflect. and follow through).
- Be open to feedback and show follow-through over time.
- Reflect on your development, notice what you're doing well, and identify areas to keep practising.
- Use quieter periods for suitable learning activities aligned with your learning goals.

2. ABOUT THE CLINICAL PSYCHOLOGY PLACEMENT PROGRAM

2.1. Placement Unit Learning Outcomes

Students will have a wide range of placement locations and opportunities, and no two placements will be the same. Placement learning outcomes should be applied through a diversity and inclusion lens. Students are expected to consider culture, identity, and context in formulation, intervention, communication, and ethical decision-making, including attention to Aboriginal and Torres Strait Islander social and emotional wellbeing frameworks where relevant.

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 conceptualisation 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 organisational cultures and practices.
6. Operate within boundaries of 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.

2.2.Placement Hours, Days and Activities

Table 1 outlines the minimum placement activity requirements. The total time spent on placements to complete the Masters course must be at least 1000 hours and for the Doctoral course 1500 hours. All placements should be undertaken at the rate of 2-3 days per week.

Table 1: Minimum placement activity requirements

Placement	Total Placement Hours/Days	Direct Client 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	360 hours 48 days	150 3 clients/day	200	24
D	360 hours 48 days	150 3-4 clients/day	200	24
Master's Course Total Minimum	1000 hours	400	600	88
E	300 hours 40 days	100 2-3 clients/day	200	20
F	300 hours 40 days	100 2-3 clients/day	200	20
Doctoral Course Total Minimum	1500 hours	600	900	128

Logging your hours (SONIA): Students must log activities in SONIA in line with the definitions and examples in **Appendix A** (DCA, CRA, and Supervision).

How supervision is delivered: CMI coordinates supervision for students through individual and group formats with PsyBA approved supervisors:

- **Individual supervision:** usually 1 hour per week, with no more than a 2-week gap between sessions.
- **Group supervision:** may also be required in some placements/program streams (e.g., CLN560 - see Canvas for details where applicable).
- **Supervision ratio:** at least 50% of total supervision must be individual.
- **Minimum supervision rates:**
 - CLN560 (Supervised Placement A/B): 1 hour supervision per 7.5 placement hours
 - All subsequent placements: 1 hour supervision per 15 placement hours

Competency focus and pacing: Placements are designed to support progressive competency development, not only accumulation of hours. Students in their first placement (CLN560) should build client contact gradually so there is time for preparation, documentation, reflection, and follow-up learning between sessions.

No early completion: Students may reach minimum hours before the agreed end date. However, placements must not end early. Students must continue placement until the end date in the Placement Contract and Learning Plan. Any variation to placement length or requirements must be agreed at commencement and approved by Placement Coordinators.

Some placement providers set the length and timing of placements. This may differ from the minimum requirements outlined below (higher or lower), those provider requirements generally apply. Placement Coordinators will advise you how the provider's schedule aligns with your remaining placement requirements.

Inter-placement transfer of placement hours: The placement days and activity hours listed in Table 1 are minimum requirements for each placement. Students may exceed these minimums within a placement; however, additional hours or activities are not normally transferable to later placements.

In exceptional circumstances, CMI may consider a request to transfer hours on a case-by-case basis. Any decision will take into account accreditation requirements, competency development, and overall progress. Please note that pre-approval (i.e., approval sought before commencing a placement) is not available.

2.3.Placement workloads and practice limits

Placement is a learning experience designed to support safe, progressive competency development. Under the oversight of your supervisor and placement provider representative, your workload and the clinical complexity within your role should increase gradually as your skills and confidence develop.

Students must practise within the limits of their competence and seek supervisory input when forming and communicating clinical judgements, working with clients, and managing risk. If you feel uncertain, overwhelmed, or out of your depth at any point, you are expected to raise this early with your supervisor and discuss appropriate adjustments (e.g., caseload, case complexity, support, or learning activities). Where concerns cannot be resolved within the placement setting, students should contact the Placement Coordinator promptly for advice and support.

2.4.Diversity of placement experiences (summary, see Appendix B)

Across the clinical program, placements are planned to support achievement of required graduate competencies and safe, effective practice across varied contexts. In approving and sequencing

placements, CMI considers whether your combined experiences provide appropriate breadth and depth across:

- **Client groups across the lifespan** (as opportunities allow)
- **Service contexts and models of care** (e.g., community, hospital, primary care, specialist settings)
- **Presentations and levels of complexity** (including comorbidity and risk-related work where appropriate and supervised)
- **Core professional activities and competencies** (assessment, formulation, intervention, evaluation, risk, communication, documentation, ethical decision-making)
- **Cultural safety and responsiveness** (including reflective practice about power, context, and identity, and culturally safe practice, particularly with Aboriginal and Torres Strait Islander peoples where relevant)

Placements are designed so each placement has distinct learning goals and, where feasible, different primary supervision, to support progressive development and assessment of competencies over time.

See **Appendix B** for detailed guidance and examples.

2.5. Placement Planning, Applications and Allocations

Placement planning typically begins 6–12 months before commencement. Many providers have a competitive selection processes and their own timelines, so students are encouraged to prepare early. For competitive placements, final selection decision are often made by the placement provider (rather than CMI).

2.5.1. Planning principles

- Students should plan to travel up to approximately one hour each way to attend placement.
- While student preferences are considered, placement allocation decisions are based on training needs (including diversity requirements), developmental readiness, placement availability, and the suitability of the setting for competency development.
- Students are expected to engage professionally and make the most of any allocated placement opportunity, even where it does not align with a particular interest, preference, or location.
- Operational details (timelines, documents, and submission steps) are provided via Canvas.

2.5.2. Allocation overview by placement stage

- **Placement A/B (CLN560):** Students complete placement-readiness activities before commencing their first independent clinical placement. Allocations are made to a setting appropriate to the student's developmental level.
- **Placements C & D (CLN662/CLN663):** These placements broaden and deepen experience beyond Placement A/B. Students are typically allocated to settings that provide learning opportunities different from earlier placements, and may progress into more diverse and, where available and appropriate, more specialised service contexts. While preferences are considered, the final allocation is determined by the Placement Coordinator.
- **Doctoral placements (CLN861/CLN862):** Doctoral students discuss preferences and training goals with the Placement Coordinator to support alignment with required graduate outcomes and developmental priorities. In some cases, these placements may be arranged as one extended placement, subject to approval.

2.6. Placement Applications: Key Requirements

Application processes vary by placement provider and may change year to year. Detailed instructions (including timelines and documents) are provided via Canvas and the Placement Coordinator.

Students are responsible for:

- following the provider's application requirements (format, documents, deadlines)
- preparing a concise, professional CV (typically max 2 pages) and targeted cover letter (typically one page). The cover letter should include relevant learning goals for the placement and demonstrate how the placement context aligns with their developing competencies.
- submitting applications only via the method directed by the Placement Coordinator; Some providers require applications to be submitted by CMI and will not accept applications directly from students.
- keeping the Placement Coordinator informed of key outcomes (e.g., interview invitations, offers, or unsuccessful outcomes)
- communicating professionally and respectfully with placement providers and administrative staff throughout the process
- To support timely placement allocation and onboarding, the Placement Coordinator may set an application cut-off for each intake (including deadlines for submitting new applications). Current cut-off dates and instructions are published on Canvas.

Submitting an application via the wrong pathway (e.g., directly to a provider when CMI submission is required) may jeopardise your application, please check instructions carefully.

See **Canvas** for the current year application timeline, submission steps, and application resources.

2.6.1. Placement offers and communication with providers

Students are required to keep their Coordinator informed of applications, offers and outcomes of the placement application process. This includes the following communication and approval requirements:

- **Approval before responding:** If you receive a placement offer (verbal or written), do not accept or decline until the Placement Coordinator has approved it. Forward the offer to the Placement Coordinator as soon as possible so suitability can be confirmed and you can respond promptly.
- **Accepting offers:** Once an offer is approved, students are expected to accept it even if other applications are still in progress. Declining an approved offer may jeopardise the opportunity for CMI and may delay your placement progression.
- **After confirmation:** Once confirmed, contact the placement provider representative to introduce yourself and finalise practical arrangements (e.g., start date, placement days, onboarding). A formal orientation occurs at the start of placement.
- **If you are not successful:** If you are unsuccessful in securing a placement, notify the Placement Coordinator promptly so alternatives can be arranged. Where required to support timely placement commencement, students may be allocated an available placement, which student are expected to accept.

2.6.2. Placement sequencing and overlap

Students are enrolled in one placement unit per semester, as placements are designed to build competencies sequentially in line with the course plan.

In limited circumstances (usually due to placement provider scheduling), a student may be permitted to commence the next placement in the final weeks of the current placement. This is an exception and will only be considered where all of the following are met:

- the Mid-Placement Review is completed and progress is satisfactory
- the supervisor confirms there are no identified progress concerns
- the student's logbook/timesheet is up to date and indicates they are on track to complete the placement by the proposed end date
- required placement documents/assessments are substantially complete (as confirmed by the Placement Coordinator)
- approval is granted by the Placement Coordinator; and
- Course Coordinator approval is obtained where required to waive prerequisite enrolment requirements.

2.6.3. Suggesting new placement options

Establishing new placement partnerships can take six months or more due to suitability assessment and formal agreement processes. Students who wish to suggest a new placement option must speak with the Placement Coordinator well in advance.

Students **must not** contact potential placement providers directly, as partnership arrangements are managed between CMI and the placement organisation. Proposed self-sourced placements must be assessed and approved as suitable before any preference process or application proceeds.

(For workplace/paid placements, see **Section 4.5 Workplace Placements**.)

3. PLACEMENT ASSESSMENT REQUIREMENTS

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

3.1. Overview of Assessment Requirements

Students also need to submit various assessments and documents across the placement units. These requirements are outlined in Tables 2 (Masters) and 3 (Doctor).

Table 2: Placement Assessments: Master of Psychology (Clinical Psychology)

Placement Documents	All Placements			Course total
Placement Contract & Learning Plan	Required			3
Mid-Placement Review Meeting & Form	Required			3
End of Placement Review Meeting & Form	Required			3
Placement Timesheet (Logbook)	Required			3
Assessments	A/B	C	D	Course total
Formulation and Treatment Plan	2	0	0	2
Psychological Case Reports	1	3*		4
Supervisors' Observations	2	2	2	6
Supervisor sights case notes (minimum)	6	6	6	18

*See **section 3.3.2** for clarification about the Psychological Case Report requirements.

Table 3: Placement Assessments: Doctor of Psychology (Clinical Psychology)

Placement Documents	All Placements					Course Total
Placement Contract & Learning Plan	Required					5
Mid-Placement Review Meeting & Form	Required					5
End of Placement Review Meeting & Form	Required					5
Placement Timesheet (Logbook)	Required					5
Assessments	A/B	C	D	E	F	Course total
Formulation and Treatment Plan	2	0	0	0	0	2
Psychological Case Reports	1	3*		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

*See **section 3.3.2** for clarification about the Psychological Case Report requirements.

3.2. Placement Documents

In addition to the pre-placement requirements, students must submit placement documents and assessments for the placement. You can find a complete list of all placement documents required within this handbook.

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

- submit required documents in SONIA and obtain approvals where applicable
- follow instructions carefully (especially logbook/timesheets)
- retain copies of their completed placement documents

Late or incomplete documentation may affect progress. CMI is required to retain placement documents for 10 years.

3.2.1. Placement Contract and Learning Plan

Purpose: confirms placement arrangements and shared expectations between student, supervisor(s), and placement provider

Due: within 14 days of placement start date.

Contract meeting:

- The student is responsible for arranging the meeting.
- Attendees are the student, Placement Coordinator, placement provider representative & supervisor (where feasible and different to the placement provider representative).

How to complete (SONIA)

- Save as draft while preparing for the contract meeting
- Submit only after the meeting and details are confirmed
- If key contacts are not yet confirmed, keep as draft until details are available

What it covers (summary)

- Contact/role details
- Placement planning (days/hours, supervision plan, review dates, key governance arrangements)
- Assessment plan + WHS/induction checks

Responsibilities and expectations

The form includes declarations from the student, placement provider representative, and supervisor that summarise key responsibilities (e.g., professionalism, confidentiality, record keeping, supervision and feedback, safety escalation, and adverse events).

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

3.2.2. Mid-Placement Review (MPR) Process

Purpose: checkpoint to review progress and agree on any supports or adjustments

Timeframes: meeting within 2 weeks of midpoint; form submitted 7 days after meeting

Process

- Student arranges meeting (Supervisor + Placement Coordinator, and at times, Provider representative)
- Student completes their sections in SONIA; supervisor completes ratings and discusses with student
- Meeting confirms progress and actions; student/supervisor submits in SONIA; Placement Coordinator finalises the form.

3.2.3. End-of-Placement Review (EPR) Process

Purpose: confirms competency development and identifies development goals for next training stage.

Timeframes: meeting within final 2 weeks of placement; form submitted within 7 days after placement end date.

Process

- Student arranges a meeting with supervisor (occasionally the Placement Coordinator will attend this meeting and may also include the provider representative)
- Student activates EPR form in SONIA; supervisor completes and discusses
- Student/supervisor submit after placement ends; Placement Coordinator finalises the review

Sharing of outcomes

Students are encouraged to share the mid- and end-of-placement review forms with their supervisor in the next placement. CMI may share previous placement assessments and documents with supervisors.

3.2.4. Placement Logbook/Timesheet

Purpose: required record of hours/activities for accreditation and quality assurance. They are an essential record to support clinical oversight and placement monitoring, and must be completed correctly and kept up to date for students to count the entries as part of their placement.

Keeping your timesheets up to date

- Log activity regularly (ideally daily)
- Ensure entries are accurate and signed off weekly (sometimes fortnightly) by your supervisor
- Finalise the SONIA timesheet within 7 days of placement end date
- Do not include client identifying details in reflections/comments

What to include

For each placement day (typically a 7.5-hour day), record hours by activity type - do not bundle hours into one entry. Students should log each activity and are required to include the following details:

- **Activity:** Log hours under the correct category: Direct Client Activity (DCA) and Client-Related Activity (CRA). See the appendix for detailed information about correct logging and activity descriptions and examples.
- **Sub Activity:** Select the most relevant categories. Please note that you can choose more than one category to describe the activity.
- **Comment: Brief description and reflection**
 - Briefly describe the session (e.g., session number, age, gender, key presenting issue/diagnosis/session focus). For example, Session 2 - 21 yr female (client initials) OCD treatment, and then also a reflection.
 - Reflections should be individualised and demonstrate insight and genuine vulnerability as a learner. Examples include:
 - “Client appeared to be deteriorating, and I felt uncertain about next steps. Plan to discuss risk management in supervision.”
 - “I attempted CBT to address cognitive distortions and found it challenging. Plan to practice further and review in supervision.”

Important: Do not log reflections as a separate activity. Reflections should be written within the relevant DCA/CRA entry. Most of your timesheet entries should include a reflective component.

3.3. Placement Assessments: Overview & Requirements

Assessments are completed during placement and assessed by the CMI-approved individual supervisor. Before completing assessments, ensure you follow requirements for confidentiality, informed consent, and de-identification (see **Section 4.9: Placement Clinical Governance**).

3.3.1. Formulation and Treatment Plan (Placement A/B – CLN560)

Purpose: assesses students’ ability to describe psychological functioning, develop an evidence-based formulation, and use this to inform treatment planning.

Requirements and Timing

- Complete Formulation and Treatment Plans and submit via SONIA
- One before the MPR; one before the EPR
- Use two different clients (one client per plan)

How to complete

- Follow the [Formulation/Treatment Plan](#) Guidelines on my.CMI.
- Discuss expectations and suitability of cases with your supervisor before commencing
- Upload a draft via SONIA for supervisor feedback, then upload the final de-identified version once revisions are complete

Planning and alternatives

Students are expected to plan ahead (e.g., when completing the Placement Contract) and make every effort to complete these requirements during placement. If a suitable case appears unlikely to be identified within the setting, contact the Placement Coordinator early.

3.3.2. Psychological Case Reports

Purpose: case reports support incremental development of assessment and intervention competencies across the course. Requirements differ by placement unit—ensure you refer to the correct unit guidelines.

Note: All client-related assessment submissions must be de-identified before sharing electronically or uploading to SONIA. See **Section 3.3.6 below for de-identification guidance.**

Placement A/B (CLN560)

Purpose: assesses competence in selecting, administering, scoring and interpreting a standardised assessment of cognitive functioning and integrating findings into a psychological report with appropriate recommendations.

Requirements and timing

- Complete one psychological case report
- Due before the EPR

How to complete

- Follow the [CLN560 Psychological Report guidelines on my.CMI](#)
- Plan the assessment and report requirements with your supervisor prior to commencing
- Drafts may be shared with your supervisor for feedback using agreed methods
- Upload the final de-identified report via SONIA for supervisor review and assessment
- Information about accessing tests is available on my.CMI: [Test Library and Assessment](#).

Planning and alternatives

If the placement setting has limited suitable assessment opportunities, raise this early with your supervisor and Placement Coordinator.

Placements C, D, E & F (CLN662/CLN663/CLN861/CLN862)

Purpose: expands competency in comprehensive assessment (including standardised testing where appropriate) and supports students to plan and deliver a dedicated course of evidence-based treatment. See Table 4 for unit and course requirements.

Table 4: Psychological Case Reports requirements across placements

Placement Unit(s)	Number Required	Type Required
A/B (CLN560)	1	• 1 x Assessment and Measurement Case Report (CLN560 guidelines)
C (CLN662) & D (CLN663)	3	• 1 x Assessment and Measurement Case Report (personality/emotional/behavioural) • 2 x Intervention and Treatment Case Reports
E (CLN761) & F (CLN861)	2	• 1 x Assessment and Measurement Case Report (personality/emotional/behavioural) • 1 x Intervention and Treatment Case Report

There are two report types:

1. **Assessment and Measurement Case Reports** (comprehensive assessment aligned to referral question/s)
2. **Intervention and Treatment Case Reports** (assessment/conceptualisation informing treatment delivery)

Requirements and timing

- Case reports are due before the EPR for each placement unit
- If completing two reports in a placement unit:
 - one before the MPR, and
 - one before the EPR
- Reports must use clients from the current placement (not previous placements or external work)

- Students must not use the same client for different case reports

How to complete

- Refer to the relevant unit [case report guidelines on my.CMI](#)
- Confirm suitability of cases with your supervisor early
- Submit draft de-identified reports to your supervisor for feedback using agreed and secure electronic methods (e.g., email/shared drive)
- Upload the final de-identified report via SONIA for supervisor review and assessment
- [Test library/Q-Global information is available on my.CMI](#)

Planning and alternatives

Students are advised to plan ahead (e.g., at Placement Contract stage) to ensure suitable assessment and intervention opportunities are available within the placement setting. If opportunities are limited, discuss options early with your supervisor and Placement Coordinator.

3.3.3. Supervisor Observations (all placements)

Purpose: supports competency assessment and targeted feedback through direct observation.

Requirements and timing

- Complete two supervisor observations and submit via SONIA
- One observation before the mid-placement review, and one before the end-of-placement

How to complete the task

- Supervisor directly observes on two occasions (live/co-therapy/sitting in, or secure recording where applicable)
- Student completes the SONIA form; paste the OneDrive recording link if used (shared with supervisor only)
- Supervisor reviews form and recording link (if applicable) and provides feedback

Planning and alternatives

If your supervisor cannot observe you in person, observation may occur via a secure recording, with client consent. Where observation/recording is not permitted (e.g., some forensic settings), contact the Placement Coordinators early to seek approval for an appropriately qualified onsite supervisor to complete the observation. Any alternate observer must liaise with your CMI-approved supervisor before providing feedback.

Consent and recording requirements

- Consent is required for observation. See 4.5.3 Informed Consent
- Store recordings securely in student OneDrive and share via link in line with [CMI guidance about submitting supervisor observations](#).
- Carefully follow the [specific guidance about sharing this confidential OneDrive link](#) with your supervisor only.

3.3.4. Program Evaluation (Doctoral placements – Placement E or F)

Purpose: supports higher-level scientist–practitioner competency development through program/intervention evaluation or monitoring and evaluation activities.

Requirements and timing

- A program evaluation report is due by the end of Placement F (it may be completed in Placement E)
- Students must provide a progress update at the MPR

How to complete

- Identify an evaluation project relevant to the placement setting (e.g., evaluation of a group program, service process, intervention monitoring, or routine outcome monitoring where appropriate)
- Discuss opportunities and preferences with the Placement Coordinator, placement provider representative and supervisor prior to placement commencement
- Confirm the project scope and expectations early and progress steadily across the placement

Planning and alternatives

Students should plan this requirement early, as evaluation activities often require lead time (e.g., access to data, stakeholder consultation, ethics/governance within the service).

3.3.5. Supervisor sighting of case notes

Purpose: supports oversight of client work and strengthens record-keeping quality.

Requirements and timing

- A minimum of *six* client case notes must be sighted across placement (3 before mid-placement review; 3 before end of placement review)
- Supervisors may request more than six as needed for oversight

Process

- Students provide access to case notes (de-identify if supervisor is external to the service)
- Supervisor provides feedback and records number sighted on mid and end review forms.

3.3.6. De-Identification of Placement Assessments

All education/assessment materials must be de-identified (timesheets, reflections, slides, reports, reviews, and written tasks). Do not include names, DOB, addresses, contact details, Medicare numbers, or details that could reasonably identify a client or associated parties. Use a non-identifying label (e.g., "Client A") and include only what is necessary.

See my.CMI: [Guide to De-identifying Placement Assessments](#).

3.3.7. Informed Consent

Students must obtain appropriate informed consent before providing services and before using any client information for education and training purposes.

There are two distinct consent requirements:

1. **Consent for services** (assessment/intervention).
2. **Consent for education and training** (use of information for placement learning tasks, supervision, or recordings)

Client information cannot be fully de-identified for supervision and clinical oversight within the service; however, all student education records must be de-identified.

What students must do

- Use the placement organisation's consent processes first
- Confirm whether education/training consent is already included
- If not included, obtain education/training consent before using client information in learning tasks

Where the placement host does not have suitable templates, students may use [CMI templates](#) with supervisor and placement organisation approval.

3.3.8. Student Evaluation of Placement

Your placement and supervision experiences help CMI improve how we support students. Students are asked to complete two short surveys:

1. [Placement Experiences Survey](#)
2. [Group Supervision Survey](#)

Each takes only a few minutes. Your feedback directly informs improvements across placement sites, supervision, and student support.

4. PLACEMENT GOVERNANCE & PROCEDURES

This section applies to placement settings and placement units. It outlines the professional standards, supervision arrangements, roles, and procedures that support safe practice and successful completion of placement requirements.

4.1. AHPRA and PsyBA Requirements

Students in this course hold provisional registration with the Psychology Board of Australia (PsyBA). Under [National and State specific Health Practitioner Regulation Laws](#), students must comply with PsyBA registration requirements to maintain their registration.

CMI expects students to be familiar with, and act in accordance with:

AHPRA and the PsyBA [Registration Standards](#)
PsyBA [Professional Practice Standards](#), including the [Code of Conduct](#) and [Professional Competencies](#) (effective from 1 December 2025).
PsyBA [Guidelines and Policies](#)

4.2. Disclosures and mandatory reporting

If you are unsure whether a disclosure/mandatory report is required, discuss this with your individual supervisor as soon as possible (where appropriate). If this is not possible (e.g., the concern relates to the supervisor), contact Placement Coordinators, the Course Coordinator, or the Dean.

4.3. Supervision Expectations and Engagement

Supervision supports client safety, competency development, ethical decision-making, and reflective practice.

Student Expectations

- attend supervision as scheduled and arrive prepared (e.g., cases, reflections, questions, learning goals)
- engage openly and professionally, including discussing uncertainty and ethical dilemmas
- respond to feedback constructively and demonstrate follow-through over time
- communicate respectfully and in a timely way regarding supervision arrangements
- participate in supervision in a way that supports clinical governance and safe practice

Cancelling or rescheduling supervision / supervision continuity

Students and supervisors are expected to observe professional courtesy when changing supervision arrangements. CMI expects:

- a minimum of 24 hours' notice to cancel or reschedule supervision where possible (except emergencies).
- Students with external supervisors should clarify cancellation terms early, as late cancellations may result in fees payable directly to the supervisor.
- Students must not continue placement without individual supervision for more than two weeks. If continuity cannot be maintained through the placement site, notify Placement Coordinators promptly to request interim support.

4.4.Roles and responsibilities

Individual supervisor (CMI-approved)

Purpose

To provide clinical oversight, assess competency development, and support safe, ethical, and effective practice through structured supervision and timely feedback.

Core responsibilities

- **Clarify role and scope:** Confirm the student's role within the placement setting, including expected work, boundaries of practice, and documentation expectations.
- **Establish a safe supervision relationship:** Build rapport that supports open discussion of challenges, ethical issues, and potential problems.
- **Structure supervision:** Set regular supervision arrangements, establish a supervision agreement/contract, and support the student to set and review learning goals (aligned with the Placement Contract and Learning Plan).
- **Provide feedback and competency oversight:** Give specific, constructive feedback across clinical and professional domains, including review of required placement documents and assessments.
- **Liaise where feasible:** Communicate periodically with the placement provider representative about student progress and any practical issues (noting Placement Coordinators also liaise with providers).
- **Support observational learning:** Where feasible, provide opportunities for the student to observe the supervisor and/or other suitably qualified clinicians.

When to escalate / seek support

Notify Placement Coordinators early and promptly about concerns regarding the student's performance, professionalism, wellbeing, or client safety, especially where additional support, risk management, or changes to placement activities may be required.

Records and sign-offs

Confirm completion/satisfactory progress of required activities in SONIA (e.g., supervisor observation review, case note sighting counts, and other sign-offs as relevant).

Placement provider representative

Purpose

To support placement onboarding and day-to-day placement functioning, ensuring the student's role is clear and consistent with the placement agreement and that concerns are communicated early.

Core responsibilities

- **Orientation and local induction:** Orient the student to the organisation (key staff, systems, environment, equipment, local policies/procedures, safety requirements, and privacy/record-keeping expectations).
- **Clarify the student role:** Establish the student's duties, boundaries, and practical expectations in line with the CMI placement agreement.
- **Provide a local point of contact:** Maintain a relationship that encourages early discussion of workplace or operational issues that may affect the placement.

When to escalate / raise concerns

Inform the individual supervisor and/or Placement Coordinators in a timely manner about concerns regarding the student's performance, conduct, suitability, or of any risks to client safety.

Records and sign-offs

Complete any local organisational requirements relevant to onboarding or access (as applicable), and support communication with CMI where needed.

4.5. Workplace Placements

A **workplace placement** is any placement where the student is placed in an organisation they currently work for, have previously worked for, or has an existing relationship with (e.g., they are known to key staff). A **paid placement** is any placement where the student is paid for the placement work. These often overlap, but not always.

Because both situations can create conflicts of interest and role confusion; generally, workplace placements are not permitted in this course. In the rare instance that they may be approved, Cairnmillar applies the same requirement that all students completing a workplace placement and/or a paid placement must complete a [Workplace Placement Conflict of Interest Form](#).

When workplace placements may be approved

Workplace placements may be approved only where the placement is clearly educational (not simply employment) and all the following are met:

1. **Scope aligns with training requirements:** Activities align with the placement unit learning outcomes and competency requirements.
2. **Placement activities are distinct from usual work:** Placement work is substantially different from their normal duties (for example: a different service/team, different client group or age cohort, or different presentations/interventions).
3. **Clear new learning:** The placement must provide meaningful new learning and skill development, not just a continuation of existing practice.

Expectations and boundaries

Placements are intended to be novel learning experiences. Students must confirm their placement days and anticipated caseload in advance. Students are also expected to carry a reduced caseload compared with paid employment (e.g., generally not more than four clients per day) to allow time for supervision, reflections, learning tasks, and professional growth.

Students must have clear agreements in place with the workplace about:

- Learning objectives and expectations
- Supervision arrangements
- Management, collegial, and supervisory boundaries (including escalation pathways)

Payment arrangements

Some placement providers may offer payment at their discretion. CMI does not negotiate payment arrangements. Any payment discussions and agreements are between the students and the placement provider. Regardless of payment status, all learning and supervision requirements apply.

4.6. Passing a placement unit

To pass a placement unit, students must:

- meet minimum placement requirements (e.g., hours, documents, assessments),
- demonstrate satisfactory competency development (as evidenced through supervision, observation, and review processes), and
- be recorded as Satisfactory/Pass by the Placement Coordinator.

How placement outcomes are determined

At the end of placement, the CMI-approved individual supervisor provides an overall recommendation to Placement Coordinators (e.g., Satisfactory / Not Satisfactory). Placement Coordinators determine the final unit outcome based on placement and other professional behaviours.

Placement Coordinators may refer matters to the relevant CMI academic progress processes in consultation with the Course Coordinator. Further information is available on my.CMI: [Academic Progress](#).

4.7. Placement progress concerns and support planning

Supervisors provide ongoing feedback throughout placement, with formal competency review at the Mid-Placement Review and End-of-Placement Review. Concerns may be raised at any time by the student, supervisor, placement provider representative, or Placement Coordinator.

Where a student is not making expected progress, **a support plan or progress plan** may be implemented as early as possible (often at, or before, the Mid-Placement Review). Students are expected to engage actively with agreed actions and timelines.

Student responsibilities for progression

Students are responsible for:

- managing time and workload to complete placement requirements,
- maintaining accurate, up-to-date placement records in SONIA (especially timesheets),
- meeting due dates set by supervisors and Placement Coordinators, and
- raising emerging issues early so they can be managed proactively.

Common progress risks (raise early)

Timesheets not up to date

Keeping SONIA timesheets current is part of safe clinical oversight. Delays or inaccuracies may be managed as a progress concern. Build a routine to update entries regularly and discuss barriers early with your supervisor.

Low Direct Client Activity (DCA) hours

DCA accrues variably due to referrals, cancellations, and service context. If you are not on track to meet required hours, or if client allocations are limited, raise this early with your supervisor and Placement Coordinator so options can be implemented (e.g., rebalancing activities, targeted allocations, approved alternatives where appropriate).

4.8. Changes to placement arrangements

4.8.1. Student absences and leave

Any absence of one day or more must be reported:

1. to the placement provider contact (per site process), and
2. via email to your individual supervisor and Placement Coordinators.

Unplanned absences of more than two weeks must be reported to Placement Coordinators as soon as possible.

On return to placement, students must confirm with the supervisor and placement provider representative how missed days will be made up and advise Placement Coordinators of the plan.

Planned leave during placement is not recommended unless already agreed in the Placement Contract and Learning Plan. If leave is required, discuss with the placement provider at least four weeks in advance and seek approval from Placement Coordinators.

4.8.2. Placement extensions

Placements are extended only in specific circumstances and require approval from Placement Coordinators. Students must discuss the need for an extension early and follow the placement extension process on my.CMI: [Placement extensions](#).

4.8.3. Placement termination or withdrawal

Students and placement providers are encouraged to raise concerns early, with the goal of addressing issues and supporting continuation of the placement where possible.

A placement provider may terminate a placement for organisational related reasons and also where there are reasonable concerns about competence, professionalism, or safety, or where concerns cannot be resolved despite reasonable attempts.

If a student has serious concerns about a placement, these should be raised with the supervisor, placement provider representative, and Placement Coordinator as early as possible. Students **must not** terminate a placement unilaterally without approval from the Placement Coordinator as this can result in a failure of placement. If concerns cannot be resolved and withdrawal is required, the period of notice required will be negotiated with the placement provider, the student and placement coordinator and considering the ethical need to prioritise client care and appropriate closure.

4.9. Placement clinical governance requirements

You can access some general placement forms [here \(e.g., consent forms, release of information forms\)](#).

4.9.1. Confidentiality in placement settings

Client information is confidential and must be discussed only with appropriate people, in appropriate settings. Discussing client information in public/open areas or with unauthorised persons may breach the PsyBA's Code of Conduct and place you at risk of a notification to AHPRA.

4.9.2. Informed consent in placement settings

Students must obtain appropriate informed consent before providing services and before using client information for education and training purposes. See [my.CMI here](#) for requirements and templates, including service consent and education/training consent, and use of CMI templates where the placement host does not have suitable forms.

4.9.3. Record keeping and secure storage (including PracSuite)

Client records must be stored in line with applicable legislation, PsyBA Code of Conduct and placement provider requirements. Before commencing placement, students must confirm with the placement provider representative and supervisor where and how case notes will be stored.

Where case notes cannot be stored within the placement provider's system in a compliant manner, students may be required to use CMI's practice management system PracSuite. See my.CMI: [PracSuite access and use](#).

School settings: School placements can involve additional constraints regarding confidentiality, information sharing, and continuity of care. Students must confirm local requirements with their supervisor and school leadership and seek guidance from Placement Coordinators where needed.

4.9.4. De-identification of education and assessment materials

All placement assessment and education materials must be de-identified (e.g., timesheets/reflections, MSE/formulation slides, case reports, placement reviews). See [Guide for De-Identifying Placement Assessment](#) on my.CMI for guidance.

4.10. Risk, incidents and escalation (placement context)

4.10.1. Managing client risk (placement site first)

Students must follow the placement provider's processes for responding to risk of harm to self or others and act within legal, ethical, and professional obligations.

Step 1: Assess and respond

Conduct a risk assessment, take appropriate action, and document your assessment and plan in accordance with site policy.

Step 2: Escalate within the placement site

Seek support from appropriate placement staff (e.g., clinic director, placement provider representative, senior clinician). If site support is not available, contact your individual supervisor as soon as possible.

4.10.2. Urgent escalation to CMI (if timely site/supervisor support is not available)

If you cannot access timely support within the placement site or supervision, contact CMI in the following sequence:

1. CMI Reception: (03) 9813 3400 (state this is an urgent placement risk matter)
2. Course Coordinator:
 - a. Semester 1, 2026: Prof. Richard Moulding, 0412 879 603
 - b. Semester 2, 2026: Terence Bartholomew - 0437 837 792
3. Dean: Linda Byrne - 0416 166 277

Where a risk matter is escalated to CMI, students must complete a critical incident report within **24 hours** and notify the placement provider representative and supervisor as soon as reasonably possible.

4.10.3. Critical incidents and reporting

CMI has a [critical incident policy](#) together with procedures that cover the action to be taken in the event of a critical incident, required follow-up to the incident, and records of the incident and action taken. CMI's critical incident procedures support student wellbeing and ensure appropriate follow-up and documentation.

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

If a critical incident occurs at a placement site:

- report immediately to the placement provider (per local process) and to CMI placement staff, and
- submit the [critical incident report within 24 hours](#) to:
 - hr@cairnmillar.org.au and
 - richard.moulding@cairnmillar.edu.au (Semester 1, 2026) or terence.bartholomew@cairnmillar.edu.au (semester 2, 2026)

4.10.4. Debriefing and follow-up

Following a critical incident or stressful/adverse clinical event, students should debrief with their supervisor or appropriate placement staff. If this is not possible due to staff unavailability, students may contact CMI using the escalation sequence above.

5. STUDENT POLICIES & SUPPORT

This section contains broader student policies and support information that may apply across your course, including coursework and placement. Full policies and procedures are available on my.CMI and/or Canvas.

5.1. Fitness for Practice

CMI's Fitness for Practice framework supports early identification and timely management of concerns that may affect public safety, client wellbeing, or professional conduct across any learning context (coursework, placement, and professional engagement).

Students are required to familiarise themselves with, and follow, the [FfP framework on Canvas](#).

5.2. Insurance Cover (course-related activities)

Students enrolled in this course are covered under CMI's public liability and professional indemnity insurance for approved course-related activities in Australia (including external placement) undertaken with the knowledge and consent of CMI.

Students must complete placement on the agreed placement days recorded in the Placement Contract and Learning Plan. Any variation to placement days must be approved by the Placement Coordinator. This is particularly important for workplace placements—students must clearly distinguish placement days from employment days to ensure appropriate coverage.

While WorkCover does not apply to students, students are covered to the extent permitted by legislation and under CMI's Personal Accident and Travel Policy.

5.3. Immunisations

Some placement settings and learning environments require evidence of specific immunisations or health checks. Students are responsible for confirming and providing evidence directly to the relevant organisation where required, and for ensuring compliance requirements are met before participating.

5.4. Student Support Services

CMI provides a range of student support services. Details are available on my.CMI:

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

- **Academic & Writing Support:** Please see [Your Academic Skills Toolkit 2026](#) on canvas and the [Academic Skills and Support](#) my.CMI page.
- **Learning Equity and Accessibility:** Support for Students. Please see [Learning Equity Support](#) on my.CMI
- **International Student Support:** Please see the [International Students Page](#) on my.CMI.
- **Other supports and wellbeing Services:** A searchable list of other support services can be found on my.CMI. See: [Support for Students](#)

5.5. Grievances and Complaints

Students should refer to my.CMI for more information about the [Student Grievance Policy and Procedure](#). For on-placement related issues please follow the pathway below.

Step 1: Raise the concern early.

Where possible, discuss concerns with the relevant supervisor and/or Placement Coordinators first. CMI will work with you to determine appropriate options: Placement Coordination Team: (03) 9813 3400 | pc-clinicals@cairnmillar.edu.au

Step 2: Escalate if not resolved

If the concern is not resolved (or you are unable to raise it with placement staff), contact the Course Coordinator and submit a formal grievance: Course Coordinator:

- S1, 2026: Richard Moulding | (03) 9813 3400 | richard.moulding@cairnmillar.edu.au
- S2, 2026: Terence Bartholomew | (03) 9813 3400 | terence.bartholomew@cairnmillar.edu.au

Step 3: Escalate to the Dean

If the matter remains unresolved, contact: Dean: Linda Byrne | (03) 9813 3400 | dean@cairnmillar.edu.au

APPENDIX A: PLACEMENT ACTIVITY DEFINITIONS

This section explains how to classify and log your placement activities in SONIA using the three activity categories used across CMI APAC-accredited postgraduate psychology courses:

- **Direct Client Activities (DCA)**
- **Client-Related Activities (CRA)**, including supervision

Accurate logging matters. Your placement hours must be recorded in SONIA, reviewed regularly with your supervisor, and approved as part of placement requirements. If you are unsure how to classify an activity, review the definitions and examples on this page and discuss with your Primary Individual Supervisor.

Before you start logging

- **Total placement hours (MPsych/DPsych):** Total placement hours are the sum of: Direct Client Activity (DCA) + Client-Related Activity (CRA)
- **Read the definitions and examples carefully.** There are many ways placement activities can be accrued, and some activities can look similar but belong in different categories.
- **Check your progress regularly in supervision.** You are expected to monitor your placement requirements with your Primary Individual Supervisor each supervision session, including the rate at which hours are accruing across categories (e.g., DCA, CRA).
- **Be ready for mid-placement review.** You will be asked to report your timesheet hours to date to your Placement Coordinator during the mid-placement review. If your hours are accruing more slowly than expected, you must discuss solutions with your supervisor and/or placement contact before the mid-placement review meeting.
- **Be ready for end-of-placement review.** You will be required to report your total timesheet hours for the placement on the end-of-placement review form. If you have hours that are yet to be approved by your supervisor at the end of placement, you are required to discuss this with your supervisor and actively seek their approval.

Need help with SONIA timesheets? See: [What is Sonia Online? What are Timesheets? – my.CMI](#)

Direct Client Activities (DCA): Definitions and Examples

Definition: DCAs are activities typically undertaken with a client present, or activities involving direct clinical communication or clinically integral liaison/consultation about a specific client.

DCA “rule of thumb”

If the activity involves active clinical work with a client present, or clinical (non-admin) communication/liaison integral to a specific client’s assessment/intervention, it is likely **DCA**. If it is preparation, administration, training, simulation, paperwork, or supervision, it is **not DCA**.

What counts as DCA (examples)

Assessment and intervention delivery (core DCA)

- Conducting assessment, testing (including psychometric testing), or therapy/intervention sessions with clients (e.g., individuals, couples, or families).
- Providing psychometric assessment feedback to clients.

Co-therapy / Joint Sessions /Group Interventions (active participation required):

- Co-facilitating assessment or treatment sessions with another therapist (co-therapy), and joint sessions with another professional or supervisor where the student has an **active role** in the clinical process. Passive participation/observation does not count as DCA.
- Facilitating /co-facilitating group treatment sessions (solo or co-facilitating). Not observation only.

Clinical communication with clients (not administrative):

- Communicating with clients via telephone, teleconference, video/online (e-health), or digital means (e.g., email, text message, secure messaging platforms, chat-based therapy), where the purpose is clinical and not administrative (e.g., triage, intake interview, phone review, phone counselling).
- Administrative only communications (e.g., booking/rescheduling) do not count as DCA and should be recorded as CRA.

Liaison and consultation about a specific client (clinically integral)

- Liaising with a client’s family members or other relevant stakeholders (e.g., to collect information or provide feedback about an assessment; to support intervention planning).
- Consulting with other professionals (e.g., acute/multidisciplinary care team, psychiatrist, case worker, teacher) 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). **Note:** this does NOT include supervision.
- Communicating outcomes of assessment or treatment with a referrer by verbal means.
- Provision of psychoeducation regarding a client to other stakeholders involved in client care.

Observational client assessments (client-specific):

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., school observation; observation of parent-child interaction; observation in performance/competition settings where clinically relevant).

Case conferences and clinically-focused meetings:

- 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.
- Active participation in a case conference even when the client is not present, where your role is clinically integral to assessment/intervention/advocacy for that client.
- Please note: For ward rounds, clinical meetings, handovers, or case allocation meetings, only the client-relevant portion (time spent where your clients are discussed) may be counted as DCA.

Client Related Activities (CRA)

Client-related activities are distinct from DCA (though supportive of them). CRA includes activities that support client-focused assessment and/or intervention, and broader placement-linked learning and governance activities, where these do not meet DCA criteria.

CRA “rule of thumb”

If the activity is preparation, administration, documentation, travel, training, simulation, supervision, governance/onboarding, or passive observation (and does not meet DCA criteria), it should be recorded as **CRA**.

What counts as CRA (Examples)

Administration and coordination (client support)

- Communicating with clients for administrative purposes only (e.g., booking/rescheduling).
- Organising future appointments and other client-linked coordination tasks.
- Administrative phone calls or meetings supporting service provision (where not DCA).
- Completing timesheets and assessment tasks for the placement.
- Completing placement paperwork and documentation required for placement governance (e.g., placement forms/contracts where applicable).

Documentation, file work, and indirect clinical tasks

- File review and reviewing background records relevant to a client.
- Reading/writing case/file notes (progress notes, case summaries).
- Scoring test material and collating assessment materials (outside DCA).
- Writing reports and related drafting/editing tasks.
- Completing timesheets, placement assessment tasks and documents.

Supervision and reflective practice

- Supervision undertaken with your CMI-approved/allocated supervisors (individual or group—client-focused or general) should be logged as CRA (sub-activity individual or group supervision as relevant). Any additional supervision undertaken with other supervisors (e.g., onsite group supervision provided by the placement service) should be logged under as CRA and professional development.
- Placement Contract Meetings and Placement Mid and End review meetings can be logged as supervision

Meetings and team-based activities (where not DCA)

- Phone calls, focus groups, and meetings for data-gathering/case management in support of service provision to clients (where not DCA).
- Team reporting meetings advising client progress (where not DCA).
- General team meetings or work planning meetings where content does not relate to service provision for a specific client.

Learning, training, and professional development

- Professional development activities relevant to placement learning goals (e.g., workshops, webinars, skills training, MPP experiential treatment workshops).
- Simulation activities (role plays, skills rehearsal, simulated practice of therapeutic techniques, cognitive testing practice, practising difficult feedback)
- Passive observation of recorded previous sessions or training materials (particularly where there is no structured debrief/reflection afterwards).
- General reading about disorders/treatments/approaches where this is part of placement learning and does not meet DCA criteria.
- Preparing for supervision related to client work.

- Presenting a client's case in a clinical review meeting where the student receives feedback from the team. If an appropriately qualified supervisor is present and agrees, the student may record this time as supervision.

Observation (passive participation):

- Observing clinical interviews by other professionals where the client is not necessarily a client of the student, the student does not participate and remains passive.

Stakeholder/role familiarisation (not client-linked)

- Learning about professional roles within multidisciplinary teams where it does not relate to service provision for a specific client.
- Networking catch-ups and work functions with no client linkages.

Placement governance and onboarding

- Standard induction/on-boarding activities.
- Meetings with the Placement Coordinator.
- Accreditation/advisory/focus group meetings for host agency accreditation purposes.

Organisational/service improvement projects

- Organisational or service improvement projects completed on placement days.

Supervision

Supervision with your CMI approved/allocated supervisors is logged as CRA and selecting the sub-categories – individual or group supervision – within SONIA.

Please note: Travel cannot be logged as a placement activity, except in exceptional circumstances AND with explicit approval for each entry from the Placement Coordinator.

Need help?

If you are unsure how to classify an activity, discuss it in supervision with your Primary Individual Supervisor. If you need further guidance, contact your Placement Coordinator.

APPENDIX B: DIVERSITY OF PLACEMENT EXPERIENCES

Purpose and alignment

Clinical placements are structured to support students to develop and demonstrate competencies required for safe, ethical, and effective practice across varied client groups and service contexts. This includes explicit attention to **cultural safety** and professionalism as expected under contemporary accreditation and regulatory frameworks.

Diversity in placement experiences helps students build capability in:

- therapeutic engagement and communication
- psychological assessment and formulation
- risk assessment and management
- intervention planning, delivery, and evaluation
- documentation and clinical governance
- ethical decision-making and reflective practice
- culturally safe and responsive practice

How CMI plans “diversity”

Placement Coordinators consider the student’s **overall placement pathway** (rather than any single placement alone) and whether the combination of placements offers sufficient breadth and depth to support competency development, public safety, and cultural safety expectations.

CMI uses four practical diversity principles:

1. Diversity across the **lifespan**
2. Diversity across **settings and models of care**
3. Diversity across **presentations and complexity**
4. Diversity across **professional activities and competency areas** (assessment, intervention, professional practice), with cultural safety embedded across all domains

Placements are intended to be progressive. Each placement should have **distinct learning goals** and, where feasible, a **different primary supervisor**, so competencies can be developed and assessed across varied contexts and supervisory perspectives.

Diversity across the lifespan

Where opportunities allow, students should gain experience across the lifespan over the course of clinical placements, including:

- work with **children/adolescents** (and, where relevant, families/carers and/or consultation with education settings), and
- work with **adults/older adults**.

CMI reviews the student’s combined experiences to ensure developmental breadth and appropriate learning opportunities across age groups.

Diversity across settings and models of care

Clinical psychologists practise across different service contexts and governance environments. Across placements, students should develop experience in more than one setting/model of care to support broad competency development and readiness for practice.

Examples of settings/models include:

- **Hospital / inpatient or specialist programs** (higher acuity, multidisciplinary care)
- **Community mental health / NGOs / outpatient services** (complex needs, continuity of care, care coordination)
- **Crisis and acute pathways** (risk assessment, brief interventions, escalation processes)
- **Primary care / private practice contexts** (Medicare/NDIS/Veterans' Affairs pathways; varied service models)
- **Schools/education-linked services** (consultation and systemic work; governance constraints vary)
- **University/tertiary counselling services** (brief-to-medium term care, stepped care, referral pathways)
- **Forensic contexts** (risk-related assessment/intervention; constraints on recording/observation may apply)

Note: "Diversity" is not about ticking off setting labels. Suitability depends on supervision quality, governance arrangements, scope of practice, and whether the setting supports competency development and safe practice.

Diversity across presentations and complexity

Across placements, students should gain experience with a range of presentations and levels of complexity (as opportunities allow), including:

- common/high-prevalence presentations
- comorbid and interacting difficulties
- risk-related presentations (within scope and appropriately supervised)
- functional impairment and chronicity contexts
- neurodevelopmental/developmental presentations where relevant to placement scope

The goal is to build transferable capability: to assess, formulate, intervene, and evaluate safely across varied contexts, rather than to "collect diagnoses."

Diversity across professional activities and competency areas

Across placements, students should have opportunities to develop and demonstrate competencies across the domains below, with ethical practice, reflective practice, and cultural safety embedded throughout.

1. Assessment and formulation

Students should gain experience in:

- information gathering using appropriate methods (clinical interview, observation, psychometrics where relevant, collateral information where appropriate)
- synthesising data into formulation and care planning
- risk assessment and management within the setting's governance processes
- monitoring change and outcomes over time

2. Intervention and evaluation

Students should gain experience in:

- selecting and tailoring evidence-based interventions based on formulation
- implementing interventions with attention to context and client preferences
- evaluating outcomes and adapting treatment as needed
- collaborating and referring appropriately, particularly in complex presentations

3. Professional practice

Students should gain experience in:

- professional communication and collaboration (within ethical/legal boundaries)
- documentation and record-keeping aligned with governance requirements
- working within competence and using supervision/consultation appropriately
- reflective practice, feedback use, and ongoing improvement

Cultural safety and responsiveness

Across all placements, students are expected to practise in ways that are culturally safe and responsive, including:

- recognising the impact of culture, identity, power, and context on assessment and intervention
- adapting communication and practice to client needs, values, and preferences
- reflecting on one's own assumptions and the impact they may have on practice
- seeking supervision and guidance to strengthen culturally safe care
- where relevant, applying culturally safe approaches when working with **Aboriginal and Torres Strait Islander peoples**, consistent with self-determination and collaborative care principles

Practical planning notes for students

Students are encouraged to discuss learning goals early in each placement (and update them across placements), considering:

- what experiences have already been gained
- what competencies need further development
- what is realistic and appropriate within each setting's scope and governance constraints

Placement Coordinators support planning across the program and consider multiple sources of evidence (e.g., placement reviews, supervisor feedback, required assessments) when monitoring overall breadth and progress.