



Mid & End of Placement Reviews Master & Doctor of Psychology (Clinical Psychology)

The purpose of this form is to document the student's progress and competency attainment at the mid and end of placement time points. The form is designed to enable easy reference to both the mid and end of placement review ratings so that progress is recorded in one document.

Please note that once you press submit you will no longer be able to edit the section allocated to you for completion, please use the **save draft buttons until you are ready to submit the form.**

Submission process and form workflow

Please only complete each section as per the sequence of submission buttons i.e. please don't move beyond the next person's submission section i.e. student, rep or supervisor nor save draft content.

Attn: Placement Reps and Supervisors- please only edit a student's form after you've been notified via email that it's your turn to complete a section. Please do not log in early and add / save / submit content.

The form needs to move through the assigned workflow (each submit button in order) otherwise the form process gets stuck and prevents the next person in line from completing their section.

Instructions for completing this form

Role	Mid-Placement Review Instructions Please complete before the mid-placement review meeting	End of Placement Review Instructions Please complete before the students last day of placement
Student	- At least two weeks prior to the mid-placement review meeting, complete SECTION ONE by checking the details and clicking 'Student Section One Submit' - Once submitted, SECTION ONE will be locked for editing and the form will be sent to your Individual Supervisor to complete SECTION TWO. - Please ensure that you and your supervisor discuss the competency ratings and feedback prior to the mid-placement review meeting. - After the mid-placement review meeting the supervisor will complete section two and you will be sent a notification. Complete and submit SECTION THREE and the form will be sent to your placement coordinator for review	- Two weeks prior to the end of placement review meeting, students are required to re-initiate this form by submitting SECTION FIVE to send the final sections of this dual-purpose form to their supervisor. - Prior to the end of placement review meeting please ensure your supervisor has completed the end of placement review ratings in Section Two and the evaluation in Section Six. - Following the meeting the supervisor will submit Section Six and you will receive a notification and are required to complete SECTION SEVEN. - Complete and submit SECTION SEVEN within 7 days from the end of placement.
Individual Supervisor	- Within two weeks prior to the mid-placement review meeting, complete the blue columns and mid placement review comments in SECTION TWO then click Save Draft. - Discuss the competency ratings and feedback with the student prior to the mid-placement review meeting. - Make any required amendments during the mid-placement review meeting then submit SECTION TWO.	- Prior to the end of placement review meeting with the student and within two weeks of the end of the students placement, please complete the red sections of the competency rating tables in SECTION TWO - Complete SECTION SIX and provide more information about the students strengths and growth areas for their next placement or ongoing practice then click Save Draft. - Once discussed with the student, please submit SECTION SIX and the form will be sent to the student to review the feedback and complete Section Seven.

SECTION ONE: STUDENT TO COMPLETE

Students are required to check the details and complete Section One within one week of being allocated this form (**note:** this timeframe may vary depending on when your meeting is scheduled. Aim to submit section one early to allow your supervisor enough time to review and complete prior to your mid-review meeting). Once students submit Section One the form will be allocated to your individual supervisor to complete Section Two.

Student Details

Student ID	Student name	Organisation name
Course	Placement unit code	Placement unit name

Placement Organisation Details

Organisation name	Placement site name
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Placement Provider Representative (student contact) Details

Placement contact name	Placement contact email	Placement contact phone
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Supervisor Information

Individual supervisor name	Individual supervisor email	Individual supervisor phone
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Has not been actioned

SECTION TWO: SUPERVISOR TO COMPLETE

Individual Supervisors review and complete the blue sections at the mid-placement point and the red sections at the end of placement point. Please save a draft only and submit only when finalised after both the mid and end of placement review meetings. Once the form is submitted supervisors will not be able to amend the relevant sections.

Rating Scale

The framework of clinical competencies is organised within 12 domains. For each domain, a developmental approach towards attaining competency is adopted, and four main stages from Beginner (Stage 1) to Competent (Stage 4) are identified. Your rating reflects your judgement of the stage that best matches the trainee's **current** performance level (not at placement commencement or a month ago).

Please do not rate the trainee in comparison with their peers, but in reference to a notional absolute standard of competent professional practice (Stage 4).

Competence at Stage 4 is defined as comprising capabilities, skills, and attributes on par with a graduate who has just completed all requirements of a professional Master's degree. It's anticipated that ratings across placements during Clinical Masters Years 1 & 2 reflect progression towards competency and that most trainees will attain Stage 4 at course completion. For instance, performance levels at the commencement of Placement 1 may match Stage 1 and improve as training progresses.

Competent practice indicates performance that is satisfactory, sufficient, and reasonable, and will meet good practice standards and expectations of informed authorities and peers (e.g., regulatory and professional bodies). Competence

is not conceptualised as approximating the ideal. Following the attainment of competence at Stage 4, professionals may progress to advanced stages (e.g., Proficient levels at Stage 5, and Expert levels at Stage 6).

An important role of supervisors is to be gate-keepers of the profession. So you are strongly encouraged to mention any concerns you might have about the trainee's suitability for clinical practice, slow progress, or specific needs. If you are uncertain about a rating, report the issue as requiring additional discussion /clarification in the Comments sections.

Stages (Rating)	Description of Stages/Rating
Stage 1- Beginner	Knowledge, skills, attitude-value and relationship competencies are yet to be developed or at an early stage of development and are on par with trainees commencing training without any practicum experience. Frequent minor or major inadequacies may be apparent, including difficulty applying knowledge to practice, difficulty managing sessions or conducting specific tasks, or little awareness of process issues. In later placements, a Stage 1 rating indicates failure to demonstrate adequate competency, with more frequent or intensive supervision required than would be expected.
Stage 2	Knowledge, skills, attitude-value and relationship competencies are developing and while more basic competencies are demonstrated under some circumstances, they may be inconsistent or not generalised. More complex competencies may be absent. Minor inadequacies occur frequently, and major problems may occur occasionally, although insufficient to cause serious harm. In later placements, a Stage 2 rating may indicate a failure to demonstrate adequate competency in the domain or a requirement for additional supervision to ensure adequate performance.
Stage 3	The trainee demonstrates a moderate repertoire of basic knowledge, skills, attitude-value and relationship competencies which are generalised to a wide range of common contexts, with more complex competencies emerging. There is a growing independence and responsibility for their own practice, with only minor inadequacies occurring.
Stage 4- Competent	The trainee demonstrates a wide repertoire of basic to advanced knowledge, skills, attitude-value and relationships competencies applied across a wide range of contexts. Performance is consistent with competencies of a graduate who has just completed all requirements of their professional Master's degree. There is an appropriate level of independence and development of adequate professional identity
Stage 5- Advanced	Student is performing above level 4 competencies
N/A	Not applicable- The student has not had the opportunity to demonstrate competence in this area.

INSTRUCTIONS FOR SUPERVISORS ABOUT THE RATING SCALES- PLEASE READ CAREFULLY

- Please refer to the rating scale above when allocating competency ratings.
- Please enter a number to two decimal points to indicate the stage of competency development. For example, if you want to rate the students competency as Level one but toward the Level 2 rating, you would enter a number between 1.50 and 2 such as 1.75. **Note:** if not applicable, i.e. the student has not had the opportunity to

demonstrate competency in this area, please leave blank. There is no need to add a number as this will affect the rating average.

- Within each competency table, once you have rated the student click on save draft and the overall average competency rating for this domain will be calculated from your individual competency ratings.
- To amend the overall competency rating, you will need to amend the individual ratings.
- Once you have finalised the rating click on Submit MPR/Submit EPR ratings within each competency domain table to finalise your ratings.
- Please note the comments in each table are brief and more overall comments can be made at the end of the competency rating tables.

1. Diagnosis and Clinical Assessment Knowledge and Knowledge Application

Description	Mid-Placement Review Ratings	End of Placement Review Ratings
a) Makes appropriate use of diagnostic frameworks (e.g., DSM-V-TR) to arrive at correct diagnoses and differential diagnoses.		
b) Uses appropriate measures to regularly monitor client progress and outcomes.		
Please save draft to calculate overall rating for this competency	Has not been actioned	Has not been actioned
OVERALL RATING Diagnosis and Assessment Demonstrates knowledge of psychopathology and appropriate use of diagnostic frameworks and clinical measures.	MPR Average Competency Rating	EPR Average Competency Rating
Brief Comment		

2. Case Conceptualisation and Interventions- Knowledge and Knowledge Application

Description	Mid-Placement Review Ratings	End of Placement Review Ratings
a) Demonstrates knowledge of principles and procedures of relevant interventions		
b) Draws upon relevant psychological theories and approaches to derive meaningful case conceptualisation		
Please save draft to calculate overall rating for this competency	Has not been actioned	Has not been actioned
OVERALL RATING Case Conceptualisation and Interventions Demonstrates knowledge and application of psychological theory in case conceptualisation and in the selection, implementation and evaluation of evidence-based interventions.	MPR Average Competency Rating	EPR Average Competency Rating
Brief Comment		

3. Individual and Cultural Diversity

Description	Mid-Placement Review Ratings	End of Placement Review Ratings
a) Integrates knowledge of individual and cultural diversity into case conceptualisations and interventions		
b) Actively reflects on ways in which the client's individual and cultural values and perspectives influence one's own responses and vice versa		
Please save draft to calculate overall rating for this competency	Has not been actioned	Has not been actioned
OVERALL RATING Individual and Cultural Diversity Actively integrates individual perspectives and cultural considerations into all aspects of client care.	MPR Average Competency Rating	EPR Average Competency Rating
Brief Comment		

4. Effective and Skilful Assessment and Intervention

Description	Mid-Placement Review Ratings	End of Placement Review Ratings
a) Appropriately shows empathy in challenging circumstances (e.g., when affect is subtle, covert, negative)		
b) Overcomes common difficulties in therapy through skilful interviewing to maintain therapy direction and progress		
c) Integrates assessment and other information into realistic treatment plans		
d) Demonstrates flexibility and responsiveness in the application of interventions including manual-based protocols		
e) Skilful and efficient in conducting a clinical assessment, including a mental state examination		
f) Formulates client goals in a collaborative manner		
Please save draft to calculate overall rating for this competency	Has not been actioned	Has not been actioned
OVERALL RATING Effective and Skilful Assessment and Intervention Demonstrates effective engagement and collaborative approach with clients even in challenging circumstances, and overcomes difficulties in client work. Skilfully conducts clinical assessment and intervention in a way that is responsive to the specific needs of clients.	MPR Average Competency Rating	EPR Average Competency Rating
Brief Comment		

5. Psychological Testing

Description	Mid-Placement Review Ratings	End of Placement Review Ratings
a) Demonstrated knowledge of psychometric issues, testing theory, and bases of assessment methods.		
b) Interprets and integrates information in accordance with psychometric principles		
c) Correctly administers and scores common/core psychological tests		
d) Demonstrates ability to write psychological text reports that are clear, accurate, and tailored appropriately to the user		
Please save draft to calculate overall rating for this competency	Has not been actioned	Has not been actioned
OVERALL RATING Psychological Testing Applies knowledge of psychometric methods to correctly select, administer, score and interpret common psychometric tests, and to competently communicate test findings.	MPR Average Competency Rating	EPR Average Competency Rating
Brief Comment		

6. Relational and Communication

Description	Mid-Placement Review Ratings	End of Placement Review Ratings
a) Appropriately uses clarification, paraphrase and summarisation in counselling		
b) Validates client affect in counselling and establishes and communicates an empathetic understanding to clients, carers, and significant others		
c) Clearly and effectively communicates in verbal, non-verbal and written forms for a range of purposes		
d) Works collaboratively with colleagues across a range of disciplines		
Please save draft to calculate overall rating for this competency	Has not been actioned	Has not been actioned
OVERALL RATING Relational and Communication Competent demonstration of counselling skills including empathy. Communicates clearly and effectively in verbal and non-verbal forms with clients and other professionals.	MPR Average Competency Rating	EPR Average Competency Rating
Brief Comment		

7. Reflective Practitioner

Description	Mid-Placement Review Ratings	End of Placement Review Ratings
a) Effectively uses observation and feedback including supervision to hone reflection skills		
b) Appropriately balances autonomy and dependency needs		
c) Copes professionally with disapproval and corrective feedback, and works constructively towards resolution of interpersonal conflicts at work		
d) Demonstrates consideration of the way in which personal issues and concerns impact on one's professional practice		
e) Accurately assesses one's own competence including strengths and needs, and plans necessary learning to address gaps		
f) Copes well with client affect including distress, anger and uncertainty		
g) Demonstrates appropriate and timely care of personal health and wellbeing to ensure effective professional functioning		
Please save draft to calculate overall rating for this competency	Has not been actioned	Has not been actioned
OVERALL RATING Reflective Practitioner Demonstrates self-awareness, reflectivity and cognitive flexibility in client work. Copes well with client affect including distress, anger and ambivalence. Considers ways in which personal experiences could impact on professional practice and engages in appropriate self-care and support seeking. Demonstrates a realistic assessment of personal strengths and needs.	MPR Average Competency Rating	EPR Average Competency Rating

Brief Comment		
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8. Scientist Practitioner: Attitudes and Values

Description	Mid-Placement Review Ratings	End of Placement Review Ratings
a) Demonstrates the ability to critically analyse and evaluate empirical literature		
b) Where there is insufficient data/evidence, seeks to generate or facilitate research or evaluate outcomes of current practice(s)		
c) Readily submits opinions to peer scrutiny and is appropriately swayed by evidence rather than by personal preferences		
d) Habitually offers evidence to support choice of assessment and intervention techniques		
Please save draft to calculate overall rating for this competency	Has not been actioned	Has not been actioned
OVERALL RATING Scientist Practitioner: Attitudes and Values Ability to critically analyse and evaluate empirical literature. Demonstrates respect for and commitment to the scientific method through evidence-based practice.	MPR Average Competency Rating	EPR Average Competency Rating
Brief Comment		

9. Ethical Practice: Knowledge and Knowledge Application

Description	Mid-Placement Review Ratings	End of Placement Review Ratings
a) Demonstrates knowledge of ethical/professional codes, standards and guidelines		
b) Recognises ethical and legal issues that arise across the range of professional activities, and demonstrates good discernment and judgement in these situations		
Please save draft to calculate overall rating for this competency	Has not been actioned	Has not been actioned
OVERALL RATING Ethical Practice: Knowledge and Knowledge Application Demonstrates knowledge of ethical/professional codes, standards and guidelines, and commitment to their application. Recognises ethical and legal issues, and demonstrates good discernment and judgement in all professional activities.	MPR Average Competency Rating	EPR Average Competency Rating
Brief Comment		

10. Professionalism: Organisation and Disciplined Practice

Description	Mid-Placement Review Ratings	End of Placement Review Ratings
a) Demonstrates an organised, disciplined and timely approach to maintaining appointments and case documentation		
b) Effectively prioritises competing tasks		
Please save draft to calculate overall rating for this competency	Has not been actioned	Has not been actioned
OVERALL RATING Professionalism: Organisation and Disciplined Practice Organised, disciplined and timely approach to case work. Effectively prioritises competing tasks.	MPR Average Competency Rating	EPR Average Competency Rating
Brief Comment		

11. Professionalism: Attitudes and Values

Description	Mid-Placement Review Ratings	End of Placement Review Ratings
a) Good preparation for and responsiveness to supervision		
b) Demonstrates commitment to ethical practice across a range of clinical situations		
c) Demonstrates concern for the welfare of others including the profession, organisation and community		
d) Demonstrates responsibility and accountability in clinical practice		
e) Conducts self professionally in dress and demeanour		
Please save draft to calculate overall rating for this competency	Has not been actioned	Has not been actioned
OVERALL RATING Professionalism: Attitude and Values Demonstrates professionalism, responsibility and accountability in all areas of professional activities including ethical conduct. Shows good preparation for and responsiveness to supervision. Demonstrates concern for the welfare of others including the profession, organisation and community.	MPR Average Competency Rating	EPR Average Competency Rating
Brief Comment		

12. Interprofessional Learning and Practice

Description	Mid-Placement Review Ratings	End of Placement Review Ratings
a) Demonstrates knowledge of similarities and differences in relation to roles, responsibilities, and scope of practice of psychologists in comparison with other professionals who often collaborate with psychologist to provide client care		
b) Works effectively in interprofessional situations, demonstrating the ability to correctly identify cases and circumstances requiring coordinated assessment, intervention or support from non psychology professionals; to articulate how different how different, combined, or integrative expertise will improve client care; and, if required, to coordinate interprofessional care		
c) Communicates respectfully, professionally, and collegially in oral and written forms when collaborative and/or integrative client care is undertaken. Appropriately values, acknowledges, and supports contributions and expertise across professions		
d) In all interprofessional interaction, conducts self in a professional and ethical manner; and, if applicable, demonstrates an ability to respectfully assert and adhere to psychology's foundational/inherent/core values (e.g., scientist-practitioner approach, confidentiality, respect for individual and cultural diversity and commitment to ongoing reflection, evaluation, and improvement)		
Please save draft to calculate overall rating for this competency	Has not been actioned	Has not been actioned

OVERALL RATING Interprofessional Learning and Practice Competent demonstration of knowledge, skills attitudes and values associated with working collaboratively, effectively, and respectfully in interprofessional contexts.	MPR Average Competency Rating	EPR Average Competency Rating
Brief Comment		

MID-PLACEMENT REVIEW OVERALL PROGRESS AND COMMENTS

MPR Placement Assessment Progress

# of client case/progress notes reviewed and marked adequate	Comment(s)
# of completed Supervisor Observations	Comment(s)
(CLN560 Only) # of completed Formulations/Treatment Plans	Comment(s)
Psychological Case Report Progress notes (please provide comments about how the student is progressing with the case report requirement)	Comment(s)
(DPsych only) Progress on Program Evaluation (please comment)	Comment(s)

Placement Progress

IMPORTANT: Whereas in the previous section, trainees were assessed based on a notional absolute standard of competence, **ITEMS IN THIS SECTION MUST BE RATED RELATIVE TO PERFORMANCE OF PEERS AND WITH RESPECT TO THEIR CURRENT STAGE OF DEVELOPMENT.** Thus, "Unsatisfactory, Slow, or Excellent Progress: may be assigned to trainees at any stage of development.

Please rate the trainee's progress thus far. Ensure your rating is not influenced by the reasons that may have contributed to the trainee's progress/lack of progress. If progress is below levels expected, please comment on factors in the free-text section below (e.g., attitudinal barriers, and personal issues including illness.

Progress Level	Description of Stages/Rating
Unsatisfactory Progress	Progress is considerably slower than the pace expected at this stage of training. Consequently, little or no change has been observed in the trainee's capabilities. Major deficits in one or more areas that are of serious concern.
Slow Progress	Some progress has been made, but progress has been uniformly slow across most domains, or has been achieved following above-average investment of staff resources. Rate of progress is below the expected standard expected at this stage of training.
Inconsistent Progress	Progress has been inconsistent or patchy across time and/or domains, with satisfactory progress achieved some of the time/in some domains but not all the time/across all domains.
Developing Well	Consistent and good progress has been achieved. The rate of progress matches expectations for trainees at this stage of training.
Excellent Progress	The trainee has made accelerated progress during the placement, much above the rate expected at this stage of training

Placement Progress Rating

Please select the most appropriate rating for this student at the mid-placement review point.

Please select the most appropriate rating for this student at the mid-placement review point

Please provide comments about the students progress, strength and growth areas. Please also comment about whether the learning plan needs to be adjusted and in what way(s). Mention goals and nature of progress made during placement. Clarify if your comments apply to one or more domains. If the trainee has passed the placement in an overall sense, but failed one or more domains, indicate which domains were FAILED.

Supervisor Overall Evaluation- MPR

Please note that this is the placement supervisor's overall evaluation and recommendation to the trainee's education institution regarding the trainee's performance and competency levels observed during the placement. The decision to award specific grades (e.g., Satisfactory/Pass or Unsatisfactory/Fail) to the trainee will ultimately be determined by the trainee's education institution based on a combination of factors including the supervisor's assessment and the education institution's assessment policies.

Please select one of the following overall evaluation of competency at the Mid-Placement Review Point:

- **Unsatisfactory:** Serious concerns about the trainee's competencies and/or rate of progress
- **Satisfactory:** Trainee has demonstrated competencies at or exceeding expected standard at this stage of training

Supervisor Timesheet Review Mid-Placement Review: I confirm that on the day I submit this form (Supervisor Mid-Placement Submit) I have reviewed and actioned all outstanding timesheet entries submitted by the student.

Reminder: Safe Draft before the Mid-Placement Review Meeting and only click Supervisor Mid-Placement Submit button post the Mid-Placement Review meeting.

Has not been actioned

SECTION THREE: STUDENT MID-PLACEMENT REVIEW AND SUBMIT

Reminder: Do not action this form until the supervisor has submitted their section above. You will receive an email notification once the supervisor has submitted their section and only then will you review and submit SECTION THREE of this form.

By clicking the Student Mid-Placement Submit button below you confirm that you have discussed the mid-placement review form, ratings and comments with your supervisor.

Has not been actioned

SECTION FOUR: PLACEMENT COORDINATOR MPR REVIEW

Placement coordinators to review the form and note the timesheet hours, comments and any learning support needs and submit the MPR form.

Timesheet Hours To Date: Mid-Placement

Please note that when viewing a student's timesheet there are three sections, Totals, Activity Breakdown and Sub Activity. The hours listed in the Activity Breakdown and Sub Activity sections represent entries that have been approved by the supervisor. Supervisors are instructed on this form to review all entries before submitting the Mid-Placement Review section of the form.

Select date completing this table	Totals: Submitted	Total Direct Client Contact Hours
Total Client-Related Hours	Total Individual Supervision Hours	Total Group Supervision Hours

Placement Progress Rating

Please select the most appropriate rating for this student at the mid-placement review point.

MPR Outcome

Please provide comments about outcomes, any learning support plans or needs, next steps etc.

Placement Coordinator Mid-Placement Submit

Reminder: **Save Draft** before mid-review meeting and only click Submit post-meeting once you are sure all information is sufficient. Once PCs click Submit, this form will reassign to the Student in preparation for the End-Placement Review.

As the Placement Coordinator, by submitting this form, I confirm that I have reviewed the supervisors ratings and evaluations of this students placement progress and that any issues identified have been discussed prior to submitting this mid-placement review.

End of the Mid-Placement Review Process

END OF PLACEMENT REVIEW (EPR) SECTION

SECTION FIVE: STUDENT END OF PLACEMENT REVIEW INITIATION

Approximately four weeks prior to the end of placement students are required to click the 'EPR Initiation submit' button below to activate the End of Placement Review process so the supervisor can complete the end of placement review sections of this form.

Student should make a note in their calendar to activate this form.

Has not been actioned

SECTION SIX: EPR SUPERVISOR TO COMPLETE

Individual Supervisors can now complete the End-of-Placement review in Section Two of this form (the red shaded section). Once the End-of-Placement competencies have been rated in Section Two, return to Section Six to complete the End of Placement Review ratings.

Please **save a draft only** and submit this section once following the End-of-Placement Review meeting with the student and provided feedback. Please be aware that the student will be able to view your ratings and comments when you save a draft. Once supervisors submit Section Six (EPR) no further amendments can be made.

Please refer to the rating scale and instructions outlined above in Section Two of this form.

Case Note Review

Please confirm that you have reviewed a minimum of six client case notes (in total at this end-point) created by the student and that they are of adequate standard.

☐ Yes ☐ No

Placement Progress

IMPORTANT: Whereas in the previous section, trainees were assessed based on a notional absolute standard of competence, **ITEMS IN THIS SECTION MUST BE RATED RELATIVE TO PERFORMANCE OF PEERS AND WITH RESPECT TO THEIR CURRENT STAGE OF DEVELOPMENT.** Thus, "Unsatisfactory, Slow, or Excellent Progress: may be assigned to trainees at any stage of development.

Please rate the trainee's progress thus far. Ensure your rating is not influenced by the reasons that may have contributed to the trainee's progress/lack of progress. If progress is below levels expected, please comment on factors in the free-text section below (e.g., attitudinal barriers, and personal issues including illness.

Progress Level	Description of Stages/Rating
Unsatisfactory Progress	Progress is considerably slower than the pace expected at this stage of training. Consequently, little or no change has been observed in the trainee's capabilities. Major deficits in one or more areas that are of serious concern.
Slow Progress	Some progress has been made, but progress has been uniformly slow across most domains, or has been achieved following above-average investment of staff resources. Rate of progress is below the expected standard expected at this stage of training.
Inconsistent Progress	Progress has been inconsistent or patchy across time and/or domains, with satisfactory progress achieved some of the time/in some domains but not all the time/across all domains.
Developing Well	Consistent and good progress has been achieved. The rate of progress matches expectations for trainees at this stage of training.
Excellent Progress	The trainee has made accelerated progress during the placement, much above the rate expected at this stage of training

Placement Progress Rating

Please select the most appropriate rating for this student at the end-placement review point.

Please select the most appropriate rating for this student at the end-placement review point

Please provide comments about the students progress, strength and growth areas. Please also comment about whether the learning plan needs to be adjusted and in what way(s).

Mention goals and nature of progress made during placement. Clarify if your comments apply to one or more domains. If the trainee has passed the placement in an overall sense, but failed one or more domains, indicate which domains were FAILED.

Supervisor Overall Evaluation- EPR

Please note that this is the placement supervisor's overall evaluation and recommendation to the trainee's education institution regarding the trainee's performance and competency levels observed during the placement. The decision to award specific grades (e.g., Satisfactory/Pass or Unsatisfactory/Fail) to the trainee will ultimately be determined by the trainee's education institution based on a combination of factors including the supervisor's assessment and the education institution's assessment policies.

Please select one of the following overall evaluation of competency at the End-Placement Review Point:

- **Satisfactory:** Trainee has demonstrated competencies at or exceeding expected standard at this stage of training
- **Unsatisfactory:** Serious concerns about the trainee's competencies and/or rate of progress.

Supervisor Timesheet Review End-of-Placement Review: I confirm that I have reviewed and actioned all outstanding timesheets entries for the students placement.

Reminder: Safe Draft before the End-of-Placement Review Meeting and only click Supervisor Mid-Placement Submit button post the End-of-Placement Review meeting.

Has not been actioned

SECTION SEVEN: STUDENT END OF PLACEMENT REVIEW AND SUBMIT

Please click 'Save Draft' while you work through this section and only click 'Student End-Placement Submit' once the following are completed in full:

- Your individual supervisor has submitted SECTION SIX above,
- You have completed all placement requirements,
- You have completed the checklist below, and
- You have completed the timesheet summary table below.

Students are required to complete and submit this section within seven days of finishing placement. You will receive an email notification once the supervisor has submitted their section.

Student End of Placement Review Checklist

Please complete the following end of placement review checklist.

Checklist Item	Checklist response	Comments
Timesheet Completed: Have you submitted all your timesheet (logbook) entries and your individual and/or group supervisor have approved all entries? <i>Note that at the bottom of your timesheet page in Sonia your Totals: Approved Hours should equal the Totals: Submitted hours</i>	☐ Yes ☐ No ☐ Other (please provide details)	
Placement Assessments: Have you completed all your placement assessments as per the placement handbook for this placement?	☐ Yes ☐ No ☐ Other (please provide details)	
Case Notes: Have you completed all case notes, including any reports and/or handover notes, for all clients and stored these in line with the practice policy and your ethical and legal obligations?	☐ Yes ☐ No ☐ Other (please provide details)	
Client Record Management: Have you removed all client information, including recordings, from your personal and Cairnmillar storage and emails?	☐ Yes ☐ No ☐ Other (please provide details)	
End of Placement Review: Have you discussed your end of placement review ratings and comments with your supervisor(s)?	☐ Yes ☐ No ☐ Other (please provide details)	

End of Placement Timesheet (Logbook) Hours

Please navigate to the bottom on the timesheet page in Sonia and complete the following table.

Select date last attended placement	Totals: Approved Hours	Totals: Submitted	Totals: Awaiting Approval (should = 0)
Total Direct Client Contact Hours	Total Client-Related Hours	Total Individual Supervision Hours	Total Group Supervision Hours

By clicking the Student End-Placement Submit below you confirm that you have discussed the end-placement review form, ratings and comments with your supervisor.

Has not been actioned

SECTION EIGHT: PLACEMENT COORDINATOR EPR REVIEW

Placement Coordinator to review the form, check the timesheet hours against the SONIA totals, and notes any end of placement review actions.

EPR Placement Assessment Summary

As this form is used across all placements in the MPsych and DPsych, all potential assessments are listed for all placements. Please select NA if it's not an assessment requirement in the current placement.

Assessment	Assessments Completed	Comments
Timesheets (Logbooks)	Do the timesheets hours above match those in Sonia? ☐ Yes ☐ No	
Formulation & Treatment Plan	# of completed Formulation & Treatment Plans	
Supervisor Observations	# of completed Supervisor Observations	
Psychological Reports	# of completed Psychological Reports	
Case Notes	Supervisor reviewed minimum of six case notes ☐ Yes ☐ No	

Placement Coordinator Overall Placement Evaluation

Please select the most appropriate rating for this student at the end of placement review point.

EPR Outcome
Please provide comments about outcomes, learning support needs, next steps etc.

Placement Coordinator End-of-Placement Approval

As the Placement Coordinator, by submitting this form, I confirm that I have reviewed the supervisors ratings and evaluations of this students placement and that any issues ideinitified have been discussed and resolved prior to approving this en-of-placement review. I also confirm the timeshseet hours and assessments are satisfactory.

Reminder: **Save Draft** before end-review meeting (if attending the EPR meeting) and only click Submit post-meeting once you are sure all information is sufficient. Due date: 10 working days post-meeting.

Has not been actioned