

**Postgraduate Clinical Psychology
Program**

**Placement Manual
2024**

**Master of Clinical Psychology
Doctor of Philosophy in Clinical Psychology**

Revised February 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

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1. Introduction

Welcome to the 2024 Placement Manual for Postgraduate Accredited Psychology Programs at the University of Newcastle. This Manual sets out relevant placement requirements and guidelines for postgraduate psychology programs for the Master of Clinical Psychology and the Doctor of Philosophy in Clinical Psychology.

The information contained in this Manual is developed in accordance with requirements as set out by the 2019 standards of the [Australian Psychology Accreditation Council](#) (APAC). APAC is an external accreditation entity under the Health Practitioner Regulation National Law Act 2009.

The Manual and associated forms for supervisors and students are available on CANVAS and SONIA. Amendments and updates are posted in CANVAS so you should periodically check there to ensure you are up to date with any changes relating to placement requirements.

Professional entry postgraduate psychology degrees require the mandatory completion of clinical placements across a range of University and community settings. Supervised placements are an integral component of psychology postgraduate programs and offer you opportunities to gain practical knowledge and develop clinical skills relevant to the role of an endorsed (clinical) psychologist. The aim of clinical placements is for you to experience the wide range of professional work undertaken by endorsed clinical psychologists and to ensure that you are suitably prepared for the professional role you will fulfil after graduation. Please see [APAC: Accreditation Standards for Psychology Programs: Evidence Guide](#) for more information.

The University works collaboratively with a range of government health services, non-government and private organisations to help support and facilitate optimum clinical training opportunities. The University supports students to access suitable clinical placements, and where available matches students to placements in accordance with their stage of development. However, while the University endeavours to facilitate student access to placements, the University cannot guarantee that it can procure placements in a particular location or at a particular time, or that you will achieve the intended outcomes from a placement. Placements are increasingly recognised as a scarce resource where demand often exceeds supply, and the choice of placements are dependent on availability.

Both students and supervisors are required to review this Manual to familiarise yourself with the placement requirements. This familiarity will ensure that you have a clear understanding of your role and responsibilities, including pre-placement requirements, allocation procedures, timely submission of relevant paperwork, and placement review and evaluation processes.

A summary of the requirements to successfully complete your placements are set out on page 33 ([Roles and Responsibilities](#)).

University contacts

School of Psychological Sciences: Placement Contacts		
Name	Position	Contact Details
Sonja Pohlman	Placement Coordinator Clinical Supervisor	W127 P: 4055 3017 sonja.pohlman@newcastle.edu.au
Dr Tanya Hanstock	Program Convener Postgraduate Programs	W120 P: 49215641 Tanya.Hanstock@newcastle.edu.au
A/Prof Sean Halpin	Psychology Clinic Director Clinical Supervisor	W254 P: 4921 6319 sean.halpin@newcastle.edu.au

School of Psychological Sciences: Placement Administrative Staff		
Name	Position	Contact Details
Kira Mahoney	Psychology Clinic Administrator	University Psychology Clinic P: 4921 6155 kira.mahoney@newcastle.edu.au
Shanae Tuck	Professional Experience and WIL	cese-peu@newcastle.edu.au

University Policy Documents

[Student Conduct Rule](#)

[Student Professional Experience Policy](#)

[Adverse Circumstances Affecting Assessment Items Policy Adverse](#)

[Circumstances Affecting Assessment Items Procedure AHPRA](#)

[Mandatory Notification and Complaint Reporting Procedure Course](#)

[Management and Assessment Procedure Manual](#)

Sources of University support

[University Disability Support Services](#)

[University International Student Support University](#)

[Indigenous Student Engagement University Health,](#)

[Counselling and Wellbeing Services University](#)

[Support for Students to Solve Issues](#)

Practice information

[Psychology Board of Australia](#)

[APS Code of Ethics](#)

[NSW Health Verification Requirements Health](#)

[Practitioner Regulation National Law\(NSW\)](#)

[Australian Health Practitioner Regulation Agency](#)

[Australian Psychology Accreditation Council](#)

2. Pre-Placement Requirements

Verification with NSW Ministry of Health

Prior to commencement of external placements, you need to be [verified](#) with NSW Ministry of Health. This verification process ensures you comply with immunisation policies, have undergone police and working with children checks, complete the code of conduct and student undertaking forms, and meet other relevant requirements.

The School of Psychological Sciences Professional Experience webpage provides links to all the information you will need to complete verification

[School of Psychological Sciences - Verification information](#)

If you meet preplacement requirements you will be recorded as fully compliant, or if you are still finalising specific immunisations you may be recorded as holding temporary compliant status. You are asked to follow up with the HNEHealth team for any outstanding requirements.

Please be aware as of 2019 police checks must be renewed every 5 years and must be current for the entire duration of the placement. You are required to follow up renewal documents with the HNEhealth team. These requirements are mandated by NSW Ministry of Health and if you do not comply with these requirements you will not be able to commence placements.

You are also required to get mask fit tested. More details about this will be provided to you by the PEU.

Registration with Psychology Board Australia

You are required to be provisionally or fully registered with [Psychology Board of Australia](#) from the commencement of your postgraduate degree. This registration must be maintained the entire time you are enrolled within your program. Once your registration application has been successfully processed you will receive a Certificate of Registration. A certified copy of the initial Certificate of Registration and any further registration updates need to be forwarded the Professional Experience Unit at the PEU on a yearly basis.

Registrations audits are conducted at the start of each year and you need to ensure that you maintain registration throughout your program of study. An email reminder will be sent to you at the end of the year, however it is your responsibility to ensure that you follow up with registration requirements. If you do not comply with these requirements you will not be able to commence or continue placements. There may also be Insurance and/or other University and PsyBA implications.

Assumed knowledge

Prior to commencing placements, you must have completed or be concurrently enrolled in both of the following courses:

1. PSYC6501 Professional and Ethical Practice
2. PSYC6502 Counselling and Clinical Intervention (see the Program Manual for schedule of courses).

Enrolment in Placement Courses

MCP: PSYC6508, PSYC6512, and PSYC6516

ClinPhD: PSYC6701, PSYC6702, PSYC6703, PSYC6704, and PSYC6705

Once you have been allocated a placement you must enrol in a placement course before you commence your placement or as soon as practically possible. If your placement is planned to take place across two or three semesters, **you are still only required to enrol in the respective placement course on one occasion only**. This means by the end of your degree you will have completed four placements with four enrolments, one for each placement course (i.e., for MCP PSYC6504, PSYC6508, PSYC6512, and PSYC6516).

Application for late course enrolment

If placement allocation has occurred after the semester census date, you will be required to complete a late enrolment request.

ClinPhD students: if you wish to enrol in a placement out of the suggested program sequence, you will need to get approval for this from your research supervisor, placement coordinator and the Head of School using the form found on CANVAS.

Typical placement pathway

Please see below for examples of typical enrolment pathways for each course. These will vary based on student enrolment decisions, placement availability and progress throughout placement.

MCP – full time

Course	Location	Duration	Days/week	YEAR 1												
				JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	
PSYC6504	University Clinic	24 days (180 hours)	2 for first five weeks then 1 per week	Sem 1					Sem 2							
				Finalise pre-placement requirements	Orientation /intensive 6501											
PSYC6508	University Clinic	24 days (180 hours)	1 day													
One day a week placements				YEAR 2												
				Sem 1					Sem 2							
PSYC6512	External site	43 days (320 hours)	1 day													
PSYC6516	External site	43 days (320 hours)	1 day													
Two day a week placements				YEAR 2												
				Sem 1					Sem 2							
PSYC6512	External site	43 days (320 hours)	2 days													
PSYC6516	External site	43 days (320 hours)	2 days													

MCP – part time

Course	Location	Duration	Days/week	YEAR 1												
				JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	
PSYC6504	University Clinic	24 days (180 hours)	2 for first five weeks then 1 per week	Sem 1					Sem 2							
				Finalise pre-placement requirements	Orientation /intensive 6501											
PSYC6508	University Clinic	24 days (180 hours)	1 day													
One day a week placement				YEAR 3												
				Sem 1					Sem 2							
PSYC6512	External site	43 days (320 hours)	1 day													
Two day a week placements				YEAR 3												
				Sem 1					Sem 2							
PSYC6512	External site	43 days (320 hours)	2 days													
One day a week placement				YEAR 4												
				Sem 1					Sem 2							
PSYC6516	External site	43 days (320 hours)	1 days													
Two day a week placements				YEAR 4												
				Sem 1					Sem 2							
PSYC6516	External site	43 days (320 hours)	2 days													

Clinical PhD

Clin PhD	Course	Location	Duration	Days/week	Year 1												
					JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	
Full-time pathway (1 day week placements)	6701	Psychology Clinic/external	20 days	One	Finalise pre-placement requirements	Orientation/Intensive 6509											
	6702	External site	20 days	One													
	6703	External site	20 days	One													
	6708	External site	20 days	One													
	6705	External site	20 days	One													
					Year 2												
					Year 3												
					Year 4												

Enrolment in PSYC6504 University Psychology Clinic Placement

You are required to enrol in PSYC6504 in Semester one (as per full-time study program) for a planned placement allocation to the [University Psychology Clinic](#). The assessment requirements for PSYC6504 include a DVD recording of a therapy session and a written self-reflective report.

You are required to satisfactorily complete each assessment item in accordance with the guidelines provided in the course outline for PSYC6504 to attain a satisfactory (pass) grade.

If you have general registration as a psychologist and your first placement is not in the University Psychology Clinic you will be required to enrol in PSYC6504 (Psychology Placement 1) as per study program. However, you will be required to change your enrollment to PSYC6508 if you are deemed suitable to be allocated to a community placement and there are no vacancies at the University Psychology Clinic.

For PSYC6508, PSYC6512, and PSYC6516 within the MCP program and PSYC6701-6705 within the Clinical Psychology PhD, you are required to complete specific assessment items as well as satisfactorily pass the mid and end placement reviews for each placement to attain a satisfactory (pass grade).

3. Placement Requirements

To meet placement requirements for the postgraduate clinical psychology programs, you are required to satisfactorily complete supervised, professional placements in a range of different clinical settings with clients across the lifespan. This includes placement in the following areas:

1. Placement in the University Psychology Clinic;
2. Working with children and/or adolescents;
3. Working with adults within an inpatient or outpatient mental health setting

Commencing your placement at the University Psychology Clinic

If you have provisional registration, you are required to satisfactorily complete your first placement in the University Psychology Clinic.

If you already hold general registration you can, with permission from the Placement Coordinator, undertake your first placement in a community setting. In most cases you will be asked to commence your first placement in the Clinic.

Rural practice placements

It is possible you could be placed outside of the Hunter region for one of your placements. At times rural practice placements are also available during semester breaks. You will need to discuss this with the Placement Coordinator. Please be aware travel and accommodation costs are self-funded by you. However, student rates for accommodation and other financial support may be available in some areas.

Please follow [this link](#) for further information.

International students or overseas work

If you are an international student or a student who plans to work overseas, please be aware that psychology registration requirements can differ in other countries. Please ensure that you have checked registration requirements from the relevant country you will be returning to or plan to work in and discuss them with the Placement Coordinator at your first meeting. Placements completed as part of your program are required to be conducted within Australia.

Reasonable efforts will be made to ensure you obtain the required placement experiences; however, if you require additional placement hours above and beyond those set out in your respective programs, you will need to organise this in your country of origin.

Students with a disability

If you have a disability you are encouraged to speak with [AccessAbility](#) to obtain support. The Placement Coordinator will liaise with you and AccessAbility to determine what support is reasonable and appropriate during a placement. Any disclosure of disability will be managed with the sensitivity usually afforded such matters within the University. Please be aware of the Ahpra requirements for registration around disclosure of physical or mental

health conditions that may impact your ability to practice [Ahpra - seeking the help you need](#)

Indigenous students

The University of Newcastle strives to be a culturally responsive place of excellence for Aboriginal and Torres Strait Islander education and research that Aboriginal and Torres Strait Islander people and community feel connected, and culturally safe. If you are an Indigenous student, your consent will be sought to explore any relevant supports or opportunities by your placement supervisor to make the placement the most culturally relevant, safe, and rewarding.

Raising awareness about diversity and intercultural issues is important to the University. You are encouraged to speak to the Placement Coordinator or the Indigenous Scholar about your experiences, any concerns, and any relevant matters that may impact on the completion of your placement.

Professional conduct while on placement

Professional conduct is a core competency that is evaluated in your placements. You are expected to demonstrate professional behaviour and this includes ensuring that you attend placement, are punctual, actively seek out learning opportunities and demonstrate ethical and professional practice. This includes being dressed to the placement's requirements, (e.g., professionally dressed and groomed, closed in shoes for all placements especially within NSW Health). You are encouraged to be open and responsive to supervisory input and feedback.

As a provisionally or generally registered psychologist you are also required to comply with mandatory registration standards. This includes the [Australian Psychological Society Code of Ethics](#) for professional and ethical conduct and [AHPRA standards and Guidelines](#).

4. Placement hours required for each Program

Overview

The Master of Clinical Psychology program has a required number of 1000 placement hours. These are further grouped into required client contact, supervision, and overall placement hours.

The first half of the Table below shows the number of hours required per placement across both programs; the second half of the Table illustrates the total hours required per program.

Clinical Masters students are required to complete 4 placements to contribute to the required total of 1000 placement hours.

Description	MCP
Overall number of placements	4
Days per placement	24 – 43
Hours per placement day	7.5
Supervision hours *	PSYC6504/6508 – 1 hr per 7.5 placement hours PSYC6512/6516 – 1 hr per 15 placement hours
Direct client hours per day	3-5
Overall placement requirements	
Hours	1000
Direct client hours	400

Each placement day is considered to be of 7.5 hours duration (not including breaks). If you are attending more than 7.5 hours per day, this is considered to be in your own time, and cannot be counted. If you are attending less than 7.5 hours per day, you will need to make up the additional time.

If the hours of your placement are variable (for example, a number of half days while taking part in a group program), this needs to be approved by the Placement Coordinator and included in your Learning Agreement.

Clinical PhD students are required to complete five placements of at least 20 days duration (or 150 hours) to contribute to the required total of 750 placement hours.

Description	Clinical PhD
Overall number of placements	5
Days per placement	20
Hours per placement day	7.5
Supervision hours *	PSYC6701/6702 – 1 hr per 7.5 placement hours PSYC6703-6705 – 1 hr per 15 placement hours
Direct client hours per day	3-5
Overall placement requirements	
Hours	750
Direct client hours	300

*APAC rules stipulate “a minimum of 50% of supervision in any one placement is in the form of individual supervision with no more than 50% in the form of group supervision” ([Accreditation Standards for Psychology Programs Evidence Guide 2019](#))”.

Please note that a small amount of simulated practice may be counted as a portion of overall client hours. Simulated practice must be approved by your supervisor and meet your learning objectives. It must be accurately documented in your logbook as simulated practice (SP). Simulated practice could include cognitive test administration, SCID or other diagnostic assessments, role plays to develop therapeutic skills (e.g., introducing a thought record), and approved virtual training resources. Simulated practice can only be counted where you are administering the assessments or intervention as therapist and not where you are role playing the client.

Leave

Taking holidays during placements or time off in general is not encouraged. Placements may be put on hold and/or reallocated to another student if the holiday leave is disruptive.

If the placement is approved to go ahead by your supervisor with leave in place, you will be required to find a solution with your supervisor to make up lost time which could include a period of additional clinical work following the scheduled end of the placement.

Absence from placements

In the event that you are unable to attend placement due to illness or other unforeseen circumstances, you will need to contact your placement supervisor as early as possible to advise them you will not be attending placement. If you are unwell you are encouraged to stay home and not return until you are feeling better to avoid any contagion to fellow students, staff and clients attending the service.

If your absence extends the length of your placement, once you have recommenced your placement you will also need to complete a Variation to Learning Agreement form in SONIA to change your finish date.

Achieving the required client contact and supervision hours

You are expected to actively seek out learning opportunities to ensure you are obtaining the required supervision and client contact for your professional development and to meet the requirements of your degree.

It is your responsibility to ensure that you keep track of your overall client contact and supervision hours.

If you are having difficulty meeting your required client contact and supervision hours, please discuss this with your supervisor and the placement coordinator.

Supervision hours

You must be able to demonstrate through logbook documentation that you have experienced the required supervision hours.

Please see the table for required supervision hours. Supervision provided over the phone or via video meetings such as Teams or ZOOM may be used where necessary. To ensure ongoing training, monitoring and support supervisors are encouraged to be co-located with you on placement.

Individual supervision: student meets individually with supervisor for supervision.

Group supervision: includes a minimum of three people, including two supervisees and one board-approved supervisor, for both University and community-based placements.

Group supervision cannot account for more than 50% of the supervision in any one placement and no more than 50% of supervision overall.

You must document group supervision hours separate to individual supervision hours in your logbooks.

Client contact

You must be able to demonstrate through logbook documentation that you have experienced a minimum direct client contact hours required by your program of study.

Direct client activities provide opportunities for students to acquire graduate competencies as relevant to the level of graduate competency and/or the area or areas of practice undertaken and may include the following activities directly in support of client-focused assessment or intervention:

1. Phone calls with clients;
2. Face-to-face contact with clients (including e-health modes of delivery)
- 3.. Meetings where the student reports to the team/ organisation (e.g. in the context of a nursing home, an employee assistance program), if the team/organisation will enact interventions to the client or is in fact the focus of interventions;
4. Work with clients, their families, employers, supervisors, teachers, health providers or legal guardians with regard to client care.

*includes co-therapy/co-facilitation of groups/shadowing of supervisor or another mental health professional in clinical sessions.

This definition is developed in accordance with [APAC accreditation guidelines](#).

Client contact hours accrued from cognitive assessments must be approved by the Cognitive Assessment Supervisor.

If you are at risk of not achieving the required client contact hours you must advise your supervisor and seek additional work. After discussion with your supervisor, if it is not possible to obtain the required client hours you must advise the Placement Coordinator.

You must document your client contact hours accurately in your logbook in SONIA ensuring that each clinical activity is clearly described including the amount of time spent with clients. Logbooks are reviewed by your supervisor and signed regularly.

If discrepancies are found, you will be asked to revise this and resubmit.

Please see Appendix C for a glossary of activities for recording in SONIA online

5. Supervision

Appointment of supervisors

Principal supervisors of placements must be endorsed Clinical Psychologists. Supervisors must also be registered and approved as a supervisor with the Psychology Board of Australia.

Nature of purpose of supervision

Regular, effective supervision is an essential element of professional development not only during your training years but throughout your entire professional working life. Supervised practice offers you an opportunity to work as effectively as you can, build new skills and develop a sense of professional identity.

McLeod (2003) describes three main functions of supervision:

1. educational by way of providing regular feedback and information to the supervisee, which helps develop new understanding;
2. the supportive role of supervision, where the supervisee can share dilemmas, be validated in their work performance and deal with any personal distress or counter transference issues;
3. a management or gatekeeper dimension to supervision in ensuring quality of work, care of clients and helping the supervisee plan their work and utilise resources.

Supervision goals

The goals of supervision include:

1. to promote ethical and professional standards of conduct;
2. to protect clients/patients, employers, and the students themselves;
3. to assist students to develop new skills and apply their professional knowledge to their work; and
4. to increase the effectiveness of students as psychologists.

What are the roles of the supervisor?

A number of supervisory roles have been identified (Campbell, 2000):

1. Teaching
2. Supporting
3. Modelling
4. Challenging
5. Consulting
6. Evaluating
7. Mentoring

Hess (1980) uses the metaphor of master and apprentice and describes six different roles for the supervisor

1. Lecturer
2. Teacher
3. Case reviewer-master therapist
4. Consultant
5. Monitor-evaluator
6. Therapist

Methods of supervision

Supervision can be direct or indirect observation of the supervisees practice.

There is an expectation that at least two occasions of direct observation will occur during each student placement.

The most frequently used methods are:

1. Observation of trainee performance followed by feedback:

Recording therapy sessions

Research has shown that recording sessions is effective particularly when teaching skills. Recording and reviewing sessions also provides a means to examine important relationship issues.

Live supervision

Behind the one-way screen or co-therapy in the room; the purpose of supervision is to assess basic skills, set goals for learning, monitor progress, and evaluate overall competencies.

2. Observation of supervisor/expert:

This could include co-therapy where the supervisor is the main therapist.

3. Role play:

This is when a supervisor involves the supervisee in a role play exercise to demonstrate clinical skills before discussion and feedback.

Modelling and demonstration

To rehearse and shape skills and reinforce practice; for example, experiential techniques; use of empty chair (supervisee play both parts client and counsellor); role play (supervisee exchanges roles with client), family sculpting, relaxation and visualisation.

4. Case reports, case presentation, discussion and feedback:

Case consultation

With a focus on specific interventions and conceptualisation, for example:

1. Identifying data
2. Presenting problem
3. Important history and environmental factors
4. Tentative assessment or diagnosis
5. Action plan
6. Goals
7. Concerns or problems surrounding the case
8. Relationship issues
9. Ethical issues
10. Multicultural issues

Written techniques

Keeping a log of activities, process notes or journaling

1. What were you most aware of in this session?
2. What thoughts or feelings did you have as you worked with this person?
3. What do you believe is going on here?
4. What do you think the client wanted or needed from you during the session?
5. What do you need from me now as your supervisor?

5. Asynchronous supervision:

This can include providing written feedback on psychological reports or case reports or therapy videos. It may involve use of email or other asynchronous electronic communication between a provisional psychologist and supervisor. This may include submitting draft reports or draft correspondence to the supervisor(s) who reviews and provides written feedback and directions (such as track changes and comments in a written document).

When estimating time to claim for asynchronous supervision the supervisor should be guided by the amount of time they have spent writing feedback for the provisional psychologist who then spends time reading and reflecting on the feedback. There is a limited number of hours of this that may be used. Emails or other asynchronous electronic

communication exchange used to arrange meetings and for general exchange of information cannot be counted toward psychological supervision

The following list is provided as a guide on the time that may be counted toward asynchronous supervision:

- one-page report/letter – 15 minutes
- three-page report on an individual client – 45 minutes
- case study – 90 minutes.

What makes a good supervisee?

1. One who is committed to establish a solid supervisory relationship and values their supervisors input and feedback;
2. One who responds to empathy, support and feedback;
3. One who is seeking greater professional autonomy;
4. One who is positive with respect to continuing professional development;
5. One who respects and maintains boundaries;
6. One who is comfortable with having sessions recorded, monitored and reviewed;
7. One who is punctual and who arrives prepared for supervision;
8. One who is able to accept constructive feedback;
9. One who sees supervision as a positive even if mandated – choose supervision;
10. One who has a genuine desire to learn;
11. One who openly and honestly presents their work;
12. One who is willing to look inwards to what is happening as you work; and
13. One who is willing to be accountable for their work.

6. Placement Objectives

Introduction

Placements offer you a broad range of learning opportunities where you can further develop direct experience, knowledge and skills in the various psychological approaches and interventions utilised within clinical psychology.

Placements extend your self-awareness and help you develop skills as reflective practitioners, increasing a sense of professional identity.

Placements also help you expand your awareness of a range of professional roles and relationships within organisations, and the context of practice within the wider community.

During placements the provision of safe, high-quality client care and service is always the primary consideration. It is recognised that a practice placement may be conducted in a number of locations and settings.

Objectives for placements

Clinical psychology covers a broad range of client, therapy and service types. Common to all placements is the underlying structures and processes based on psychological theory.

For each clinical placement you should include the following goals:

1. Establish appropriate professional relationships with your clients (and/or relevant carers) and communicate effectively with them to obtain and provide information;
2. Select and administer appropriate instruments for assessment or other methods for clinical information collection, and analyse and evaluate the results;
3. Integrate and interpret information from a range of sources in order to arrive at a formulation (describe clients' problems within a psychological framework);
4. Devise and implement an action plan that is evidence based and clearly derived from the formulation;
5. Monitor and evaluate the effects of the action plan and make modifications as required;
6. Provide clear, comprehensive, accurate, and relevant verbal and written reports of your activities;
7. Conduct yourself in a professional and ethical manner; and
8. Understand the organisation of the clinical unit and work effectively and co-operatively within that organisation.

7. Placement Allocation

Placement resources are limited with placement settings competitive and in high demand.

Placements are not necessarily guaranteed to start during the first semester of your degree. You are expected to stay flexible with your availability and be willing to travel out of the area.

All placements are to be channeled through the Placement Coordinator, including placements which are part of employment. If you have a suggestion for a placement option please contact the placement coordinator to discuss.

Allocation of placements is subject to availability and can change. Sometimes placements need to be booked one year in advance.

You can expect to be on placement anywhere between 1 to 5 days per week, dependent on your enrolment status.

Placements are allocated to you via your student email address or in consultation with the Placement Coordinator. You need to regularly check your student email to ensure you don't miss out on an allocation.

If you have any questions about placement allocation procedures contact the Placement Coordinator.

Placement allocation process

At the start of your degree, you will be asked to complete a placement preference survey outlining your interest, experience and availability. This information in conjunction with meeting with the placement coordinator is used to help match you to suitable placement opportunities. A catalogue of placement opportunities is provided to students at the start of the degree. Please note these placements can change based on supervisor availability at any one time.

You are allocated to placements based on a number of different factors including:

1. Number and type of previous placements completed (child or adult),
2. Your previous work history,
3. Progression through your degree,
4. Placement availability at around the time you are ready to start your next placement,
5. Your study load (enrolment fulltime versus part time),
6. Supervisor's preferences for students previous experience level and
7. Your clinical interests and current availability.

Once a placement has been identified you will be contact by the placement coordinator

and requested to submit an expression of interest (EOI) and a current CV. The expression of interest is similar to a cover letter and is expected to contain a brief summary of your experience and interest in completing the specific placement. You can find a sample EOI in Appendix B.

The EOI is then passed on to the placement supervisor for their consideration. The placement supervisor will then contact the student to arrange a pre-placement interview. No placement is considered final until following a successful pre-placement interview. Both the student and supervisor have the right to decline a placement following this interview. Only valid adverse circumstances will be considered if you decline a placement. If you decline a placement allocation, you may have to wait until alternative placement options become available.

Consent to release information

Once the placement has been confirmed, you are expected to provide your supervisor with a copy of any previous supervisor reports to facilitate discussion surrounding your learning goals, areas of strength, and improvement.

You are asked to sign an acknowledgement in your Learning Agreement authorising the University to release information regarding previous placement performance, learning goals achieved and areas to be addressed, including identification of any remedial work required. If you do not agree to the University releasing such information, the University may not be able to assist you in dealing with any placement difficulties and limits your supervisor's ability to provide you with the most appropriate learning experiences (which in turn could impact upon your grade).

Paid work placements

Paid work placement requests need to be discussed with and approved by the Placement Coordinator.

For placements to be approved within the workforce, you need to demonstrate that you are gaining knowledge and experience which is new and relevant to the training program and that there is a board approved supervisor with clinical endorsement available to provide the required supervision.

Please be aware paid work placements are covered by employer or your own insurance, not the University's insurance.

Paid work in addition to placements

If you are a provisional psychologist and working in a paid role, separate to any placement you are completing, you must apply to the [Psychology Board of Australia](#) for approval for work in addition to University placements.

Variations to length of placement

You must consult the Placement Coordinator if a placement is to be shortened or extended beyond the agreed number of days. Variations to placements need to be described in the Learning Agreement Variation Form on SONIA and submitted to the Placement Coordinator for approval.

Concurrent placements

Subject to availability and with prior approval from the Placement Coordinator, you can undertake placements concurrently (two at a time).

Insurance

The University of Newcastle has a general insurance program that extends to cover the range of people, activities and equipment involved in the delivery of teaching and research. While there is no single insurance policy that can offer cover to Students who participate in the range of WIL activities with Host /Professional Experience Providers (Employers), Students should be aware of the role that insurance can – and can't – play in the event of an incident while they are under the control and supervision of their Provider.

For more information please refer:

[WIL Insurance Summary](#) - (Key information regarding cover, general limits, exclusions and Claims.)

[Student Insurance](#) webpage

(For specific information, questions or concerns relating to Insurance)

Insurance@newcastle.edu.au

Enrolment in placement courses

All placement courses have an associated placement course code and you need to ensure that you have:

1. enrolled in the correct placement course before you start your placement; and
2. correctly identify your placement course code on all respective placement related documentation.

There are four placement courses within the Clinical Masters program:

1. Psychology Placement 1: PSYC6504
2. Psychology Placement 2: PSYC6508
3. Psychology Placement 3: PSYC6512
4. Psychology Placement 4: PSYC6516

Students should aim to enrol in each placement sequentially (apart from PSYC6504).

Respective placement courses are only enrolled in once even if they take place across two semesters. Do not enroll in a placement unless you have a placement start date and it has been approved with the Placement Coordinator.

There are five placement courses for the Doctor of Philosophy in Clinical Psychology:

1. Placement 1 (PSYC6701)
2. Placement 2 (PSYC6702)
3. Placement 3 (PSYC6703)
4. Placement 4 (PSYC6704)
5. Placement 5 (PSYC6705)

It is likely that some of the PhD placements will be completed in the same clinical setting (e.g., PSYC6702 and PSYC6703 completed in the same service). If the student has not completed an internal clinical placement before commencing the PhD PSYC6701 is expected to be in the university psychology clinic.

FAQs about placement courses

- Q. *In my academic transcript, I have an 'I' next to one of my placement courses. What does that mean?*
- A. 'I' stands for 'incomplete'. At the end of the semester, if a grade is not entered, an 'I' is automatically given which after 90 days turns into FF (a fail grade).
- Q. *I had a look at my transcript and it says I have failed my placement; however, I have not been awarded any grades as yet?*
- A. The University recognises that placements do not run to semester timetables, and as soon as your mark is entered, the FF will be converted to a pass grade.
- Q. *I handed in my case study; why has the "FF" not been converted?*
- A. In order for the grade to be converted, you need to submit not only your case study, but also your supervisor's evaluation, logbook, learning plan and mid-placement review form.

FAQs about placement documentation

- Q. *Where do I submit my placement documentation?*
- A. Placement documentation will be submitted through SONIA (<https://sonia.newcastle.edu.au/>). SONIA is an online student placement management system, which allows users to upload documentation, saving time and effort with no printing, signing or scanning of paperwork required. For issues with SONIA please contact CESE-PEU@newcastle.edu.au
- Q. *Can I print a copy of my logbook?*
- A. Please submit your logbook electronically through SONIA as above. If you would like a full printed copy of your logbook please contact the PEU.
- Q. *How do I know if my paperwork has been received?*
- A. You can check the status of any placement documentation in your forms tab in SONIA online. Please check the SONIA manual for more information.

8. Placement Documentation

All placement courses have certain requirements around the submission and completion of relevant placement documentation. This next section sets out the requirements. See section 10 for more detailed information about supervisor and student roles and responsibilities on placement.

Requirements at a glance

Student Learning Agreement	Submitted within 2 weeks of placement commencement (or 2 placement days, whichever comes sooner)
Mid Placement Review Form	Submitted within 2 weeks of review
Supervisor's End Placement Evaluation	Submitted within 2 weeks of placement completion
Student Feedback	Submitted within 2 weeks of placement completion
Logbook	Fully completed within 2 weeks of placement completion
Placement assessment tasks	See the course outlines on the CANVAS course sites

Emergency Details

Are obtained via your MyHub emergency contacts. Please ensure this is up to date.

Student Learning Agreement

Every placement requires you to sign and submit a Student Learning Agreement describing the objectives for that placement. The Student Learning Agreement is to be developed by you in consultation with your supervisor.

The Student Learning Agreement should include consideration of the following:

1. Discussion about the goals of the placement and a plan detailing how to meet these goals including the specific practical or theoretical knowledge required and development of specific skills.
2. You should be orientated to the service in which you are on placement including physical setting, service philosophy and other staff members.
3. You should make a positive contribution to the work of the service (not merely as an observer) consistent with your level of competence.
4. You should be involved in client contact (with or without the supervisor present) between 3 and 5 hours in a 7.5 hour day (this includes face to face client contact and other activities directly related to client care including phone calls, clinical record keeping and preparation).

5. It is essential that you have the opportunity to directly observe some of the supervisor's work. It is now a requirement of placements that the supervisor directly observe your clinical interview skills with clients on a minimum of two occasions.
6. You and your supervisor should meet, at a minimum, for one hour of formal (direct face to face) supervision per day of placement on average, that is, 2 hours supervision per week, for 2 days per week placement.

Until the Student Learning Agreement is received and agreed upon by the Placement Coordinator, no more than two placement days can be counted towards the placement. In some cases further information may be required to validate the placement or an alternative placement may be recommended where the objectives are not appropriate or supervision arrangements are not adequate. The student learning agreement is completed in SONIA online.

Create Placement in CYPRS

Formal placement evaluation is completed via the supervisor using the CYPRS rating system. To access this system the student needs to create the placement at the CYPRS website ([CYPRS](#)). Both the supervisor and student need to have registered on this website. Details can be found on the 'Training Videos' tab on the CYPRS site.

Mid-Placement Review (MPR)

Halfway through the placement, you will meet with your supervisor and the placement coordinator to jointly discuss and review your progress. The purpose of the mid-placement meeting is to review the Learning Agreement, that is, how well the planned experience has materialised; to give mid-placement feedback to you on your performance; and to allow you to comment on the placement experience.

It is your responsibility to list the anticipated date of your MPR on your learning agreement.

The steps are as follows:

1. The Placement Coordinator will take the date of your MPR from your learning agreement and set up a Zoom or face to face meeting time with you and your supervisor.
2. At this meeting, you meet with your supervisor and the placement coordinator who will conduct the review. As part of this process, the placement agency supervisor will complete an online mid placement evaluation with you via the [CYPRS site](#). Students are also encouraged to complete the self-assessment available on the CYPRS website before completing the end-placement review with their supervisor. Depending on the placement, you may have an in session assessment task to complete at the MPR (see your course outline for details).
3. Formative feedback is provided to you at the review. Once the CYPRS is completed this will automatically be forwarded to the placement coordinator. It is the students responsibility to upload a copy of this form to SONIA online.

End of placement evaluation (EPR)

At the end of the placement, supervisors are requested to complete the online supervisor evaluation form at [CYPRS](#). Students are also encouraged to complete the self-assessment available on the CYPRS website before completing the end-placement review with their supervisor.

Supervisors base their feedback on various observations of your work. For clinical placements this would include direct observation as a result of 'sitting-in' on sessions with clients, listening to recordings of sessions with clients, direct observations of performance during (staff) meetings, and discussions during supervision sessions.

Feedback is generally provided in terms of your progress relative to what is expected at your stage of the training program, taking previous experience into account (e.g., first placement, fourth placement). The aim of this feedback is to help you improve your skills and knowledge.

You and your supervisor should discuss the feedback. Where you consider that particular factors have affected your work or that the supervisor's assessment of your current performance is inaccurate, this should be documented and discussed with the Placement Coordinator.

If your supervisor is away on leave and unable to complete required documentation within the time frame specified, it is important for you to notify the Placement Coordinator and advise the expected date for submission.

Once the CYPRS is completed this will automatically be forwarded to the placement coordinator. It is the students responsibility to upload a copy of this form to SONIA online.

Placement assessment items

Placement assessment items and reports are compulsory course requirements. There is an assessment item required for each of the placements. Please see Canvas and your course outlines for further details of the assessment items for each placement.

Assessment items are due on your final day of placement and must have been read and signed off by your placement supervisor by this date.

Logbooks

You are required to keep a logbook of your placement activities for each placement. Each logbook entry should contain:

1. a record of what has taken place on each day of placement. Client contact should include a brief description of the client demographics and content of session;
2. details of specific supervision sessions indicating the content of each session and any self-reflection;
3. for both client contact and supervision hours, specify following each entry how the time has been counted. For example: 12 to 1pm (one hour supervision), or 9 to 10am (1 client contact hour); details of hours spent on placement including the number of

client hours and formal and informal supervision hours. Each day needs to demonstrate cumulative hours; and

4. reflective practice of your work, for example, learning opportunities, challenges, integration of theory and practices, and professional development. Logs without adequate reflective practice will need to be resubmitted. If you are unsure of what is required you can seek assistance from the Placement Coordinator.

Each placement day should be documented in the logbook form in SONIA online. It is your responsibility to ensure that each logbook entry is signed by your supervisor, preferably during the next meeting with your supervisor. This must be done at least once a week.

You are strongly advised to retain a photocopy/electronic copy of your signed logbook as you may require this information for registration overseas.

For guidelines on logging specific activities in the SONIA online logbook form, please see [Appendix C](#).

Student placement feedback

You are encouraged to complete a student feedback form [Student Feedback on Placement Form](#) towards the end of each placement. This provides you with an opportunity to give feedback to the University about your placement experience. You are asked to comment on your experience of placement in the areas of organisation, cases, supervision, training, support and general issues. This information is anonymous, however, should you wish to discuss the placement with the placement coordinator you are able to provide your contact details.

You are encouraged to forward your feedback to the Placement Coordinator within 2 weeks of ending the placement, however, you may submit placement feedback at any time.

Submission of placement documentation

As previously mentioned, documentation must be submitted electronically through SONIA. **Please ensure you allow enough time for your supervisor to sign off on your documentation before your submission due date.** You are strongly advised to keep copies of all submitted documentation for your own records.

9. Dealing with difficulties, unsatisfactory progress and misconduct

Review and evaluation of placements

Placements provide a unique opportunity for you to apply the knowledge and skills you have acquired and receive feedback on your performance. This aims to be a rewarding process for both student and supervisor, with you gaining valuable experience to prepare you for employment as a clinical psychology registrar. Whilst this is the main aim of placements, procedures must be in place to evaluate the placement and address any problems which may arise.

Addressing placement difficulties

If you are experiencing difficulties during a placement, you should discuss these with your supervisor in the first instance and the Placement Coordinator if difficulties continue or if you are unable to raise it with your supervisor.

Supervisors may also raise concerns or difficulties with you or the Placement Coordinator.

‘At risk’ students

Each placement requires a satisfactory (Pass grade) evaluation as well as a satisfactory (Pass grade) case study/reflective report. Determination of your result relies upon the feedback and recommendations provided by your supervisor. However, final responsibility for awarding a Pass or Fail grade is with the University. Supervisor feedback occurs via general contact with the Placement Coordinator, at the mid-placement review and as part of the supervisor placement evaluation.

You may be identified as being at risk of failing to maintain satisfactory progress in your course if you:

1. fail to maintain satisfactory attendance during your placement, and/or
2. fail to complete at a satisfactory standard in academic or professional components specified for the placement; and/or
3. fail to maintain an appropriate standard of conduct.

In these circumstances, the University will follow the procedure outlined in the [Student Professional Experience Policy](#) (this policy can be found in the UoN policy library)

You should be aware that your placement may be terminated and you may be failed from the course.

Consequences of failing a placement

The University aims to ensure students graduating from the program have met the expected competencies across all of their placement courses.

In order to be awarded your degree, you must pass all four placements in addition to all other program requirements.

Placement courses are regarded as compulsory program requirements. This means if you should fail the same compulsory program requirement twice, you will be required to 'show cause' why you should not be excluded from the program.

Please be aware you cannot withdraw from any of your placement courses after the University's census date without the approval from the Head of School.

Mandatory Reporting

In accordance with [Health Practitioner Regulation National Law \(NSW\)](#), there may be circumstances where your conduct or performance during placement raises concerns surrounding your capacity to practice as a provisional psychologist/psychologist

The University has an obligation to notify the Australian Health Practitioner Regulation Agency if staff members form a reasonable belief that you have an impairment or health issue that may, either in the course of study or clinical training, place the public at substantial risk of harm.

The University will notify the Agency in accordance with the University's [AHPRA Mandatory Notification and Complaint Reporting Procedure](#).

Concerning behaviour or non-academic misconduct

While you are on placement, your conduct is subject to the provisions of the [Student Conduct Rule](#). Concerning behaviour or misconduct during your placement could result in a range of penalties, including your placement being terminated; your enrolment being suspended or terminated; or you being subject to a period of enforced leave.

Appeals

You may be able to lodge an appeal of your final grade. Please refer to the [Course Management and Assessment Procedure Manual](#) and information on the University's website regarding [appealing a final result](#).

10. Roles and responsibilities

This section outlines the respective roles and responsibilities of students and supervisors. Please note the supervisor and student responsibilities outlined are also referred to in the Learning Agreement.

Pre-placement

You are responsible for ensuring that all pre-placement requirements have been met and continue to be valid throughout your degree, including national police checks and completing any pre-placement training modules as required. You are also responsible for notifying the University about any changes to pre-placement requirements. You must register with Psychology Board of Australia and renew registration each year. Electronic copies of registration certificates are required to be uploaded into SONIA online at the start of each year. If working in addition to placements, you must ensure that applications to Psychology Board of Australia are approved before commencing.

You are expected to regularly check your university emails regarding placement allocations and or availability. You must be available to attend placement/s anywhere from 1-4 days, dependent on enrolment status (full time or parttime). You should be flexible with availability and be willing to travel out of area (this could include rural locations). When requested by the Placement Coordinator you need to provide an EOI and a current CV for a prospective placement.

Starting a placement

You must enrol in the placement course. It is your responsibility to set up the placement in CYPRS. You must discuss and develop a Learning Agreement in collaboration with your supervisor and during this time you must provide your supervisor with copies of any previous placement reports. You must ensure the Learning Agreement is completed, signed and submitted within 2 weeks or 2 placement days (whichever is the sooner) of commencing placements for approval.

You must attend to any pre-requisite criteria for the placement for example, mandatory training, orientation, and/or required readings. You must begin placement on the specified date and record daily activities in your logbook, including, an account of hours spent working with clients and with the supervisor (including formal and informal supervision). Entries in logbooks should be signed by your supervisor regularly (preferably before or at the following supervision meeting).

During a placement

It is your responsibility to keep the Placement Coordinator informed of start dates and any changes to placement dates. Unless otherwise specified by your supervisor, all written communication (letters, psychological reports) must be read, approved, and countersigned by the supervisor. **You must organise at least two video, audio or direct observations of your work for discussion with your supervisor (students on placement in the University Psychology Clinic are expected to regularly record their sessions with clients).** You must complete case notes and/or reports within the required timeframe as specified by your supervisor. If there are any unresolved problems at any time throughout the placement, you should advise the Placement Coordinator as soon as possible.

Mid placement review

You are expected to actively participate in the mid placement review and be willing to openly reflect on your placement experience, learning and progress. You must attend to any remedial work identified at the mid-placement review (if applicable). You must advise the Placement Coordinator if there are difficulties on placement or if there are any variations to the Learning Agreement or to the length of the placement.

End of placement review and placement documentation

You must participate in an end placement review with your supervisor. You should complete the student feedback on clinical placement and submit this directly to the Placement Coordinator.

You must ensure you have completed the required client contact and supervision hours as stipulated. You must submit end of placement documentation including the logbook and cover sheet within two weeks of completing placement. You must submit all required placement assessment as directed in the course outline. .

Ethics, Policy and safety during placements

You must conduct yourself in a professional and ethical manner while on placement. This includes attending placement, being punctual, actively seeking out learning opportunities and demonstrating ethical and professional practice.

You must practice in accordance with the ethical standards as set out by the Australian Psychological Society and adopted by the Psychology Board of Australia, and in accordance with the ethical standards of the agency which are to be clarified at the earliest stage of the placement. Issues will include consent, confidentiality, record keeping, report writing, duty of care, cultural

sensitivity, and responsibility to the agency, colleagues and the wider community. The need for consultation with your supervisor about any uncertainty in these areas should be made clear before an ethical dilemma has been encountered. You should immediately notify your supervisor and the Placement Coordinator if there are any workplace health and safety issues such as an accident or incident that warrant notification. The Placement Coordinator will direct you and the supervisor to relevant incident report documentation for completion.

You must adhere to organisational rules/expectations while on placement, and not think “because I’m a student” this doesn’t apply to me. You must comply with the University Student Professional Experience Policy.

Leave during a placement

You are not permitted to take planned holidays during your placement. If there are any delays these need to be negotiated with the Placement Coordinator and your supervisor prior to the commencement of your placement. If you need to take personal leave, you must notify your supervisor allowing as much notice as possible for client appointments to be rescheduled. You must provide your supervisor with suitable supporting documentation such as a medical certificate. You must also complete an Application for Adverse Circumstances and advise the Placement Coordinator.

Supervisors

Pre-placement

Supervisors are encouraged to provide updated information for each placement in a placement information profile to the Placement Coordinator to allow for student matching to placements. Supervisors are required to provide the Placement Coordinator with a current CV that details their registration and board approved supervisor qualifications. The placement coordinator will provide the supervisor with an EOI and CV for the prospective student. The supervisor should then hold a pre-placement meeting/interview with the student to decide on the suitability of the placement for the student at that particular point in their training. If the placement goes ahead, Supervisors and students negotiate a suitable Learning Agreement.

Supervisor responsibilities during a placement

Supervisors must register for CYPRS via <https://cyprs.net/>

Supervisors are responsible for all face-to-face supervision, and oversight of clinical work by the student while on placement. Supervisors are expected to provide a minimum of one hour of supervision to students per placement day (7.5hours) in the first two placements

(PSYC6504/6508/6701/6702) and a minimum of one hour per two placement days (15 hours) in the later placements (PSYC6512/6516/6703/6704/6705). Supervisors are responsible for the level of accountability expected of the student, monitoring and providing feedback on the student's progress, as well as providing placement feedback describing the student's experience and performance at the end of the placement.

In addition to discussing clinical material, where possible it is important that the student has an opportunity to observe their supervisor on at least two occasions in the provision of service delivery to clients. **Supervisors observe and provide feedback on trainees' performance via audio, DVD recording, or direct observation at least twice throughout the placement.** This information will be essential to the supervisor in reviewing the student both at the mid-placement review and at the end of placement reviews. Supervisors must keep themselves informed of student case notes and sign off on any reports or other written requirements.

Mid and end of placement reviews

Supervisors participate in a mid-placement review with the student and with the Placement Coordinator halfway through the placement. As part of this process, the supervisor provides feedback to the student and completes the mid-placement review form. The student, supervisor and Placement Coordinator meet and review the placement together. Supervisors inform the Placement Coordinator of any difficulties which are not responding to normal supervision processes and follow set procedures as outlined in this Manual.

The Placement Coordinator maintains a dialogue with supervisors regarding any supervision issues and offers support where required. The Placement Coordinator helps students develop skills necessary to meet ongoing demands of placement, and provides professional and personal support to students and supervisors as required.

Supervisors conduct the end placement evaluation with the student and complete the online end placement evaluation.

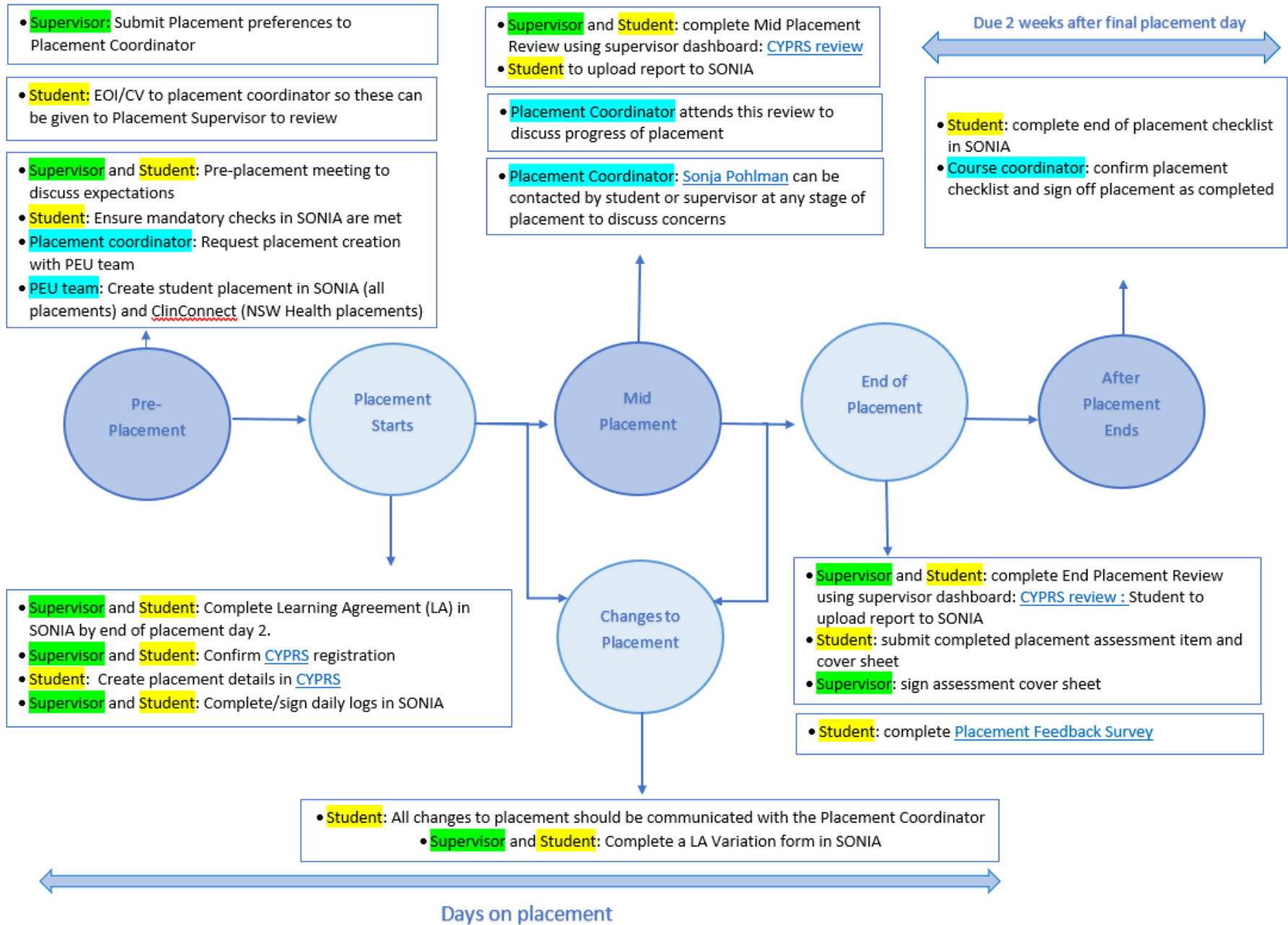
Health and safety during placements

Supervisors ensure that they comply with workplace health and safety policies and that students are inducted into the relevant policies of their organisation and attend relevant staff orientation as part of their placement. This may vary depending on the unit. If there are any workplace health and safety issues the supervisor and student will need to advise the Placement Coordinator. The Placement Coordinator will direct the supervisor and the student to complete the relevant incident report documentation.

Supervisors, where possible, ensure that students have access to a (shared) office, clinical

consulting room (for placements) and telephone facilities (with their own desk and arrangements for administrative support where possible).

Appendix A – MCP Placement Flowchart



Appendix B – Placement Expression of Interest

Student name
Student phone number
Student email

Placement organisation name
Placement organisation address

Date

To Whom It May Concern (or supervisor name if provided):

I am writing to express interest in the placement opportunity at **insert placement location** working with **insert placement population (e.g. aged care)**. I am interested in this position due to the opportunity for professional development, growth, and the invaluable experience I would gain. I wish to broaden my understanding of the range of psychological difficulties that residents **insert relevant placement population** and develop proficiency in psychological assessment and intervention for these individuals. Additionally, working with clinicians with experience in this area would contribute significantly to my professional development.

I am currently completing my placement at the **insert current placement**. This position has enhanced my skills in psychological assessment and intervention. I have had the opportunity to work with a range of clients with varying presentations, ages, gender, and culture. This has allowed me to draw on various evidence-based psychological interventions including, Cognitive Behaviour Therapy, Acceptance and Commitment Therapy, and Motivational Interviewing. Additionally, I have high regard for client safety with ongoing consideration of risk and risk management. This placement has allowed me to refine my personal counselling skills, which have been essential in building rapport and strong therapeutic relationships with all clients.

My role as **insert relevant work role** at **insert relevant workplace** has also allowed me to develop interpersonal communication skills that are critical when working with various client groups. I have had experience supporting participants who have disclosed various personal concerns relating to mental health and abuse. I also complete phone surveys with women between the ages of 95 and 100. These phone interviews cover a wide range of both physical and mental health topics.

Overall, I am passionate about supporting those living with psychological difficulties. I believe this position will provide me with the opportunity to build my skillset with working with **insert relevant placement population**. In addition to my clinical and professional experience, my work ethic and organisation will make me a great member of your team.

Thank you for taking the time to consider my application. I look forward to hearing from you.

Yours sincerely,

Student name and signature

Appendix C – Activity Descriptions for Sonia Timesheet Entries

ACTIVITY DESCRIPTION

DIRECT CLIENT ACTIVITIES (Goal: 100 hours per placement; 400 hours required by end of degree)

Direct client activities provide opportunities for students to acquire graduate competencies as relevant to the level of graduate competency and/or the area or areas of practice undertaken and may include the following activities directly in support of client-focused assessment or intervention:

1. Phone calls with clients;
2. Face-to-face contact with clients (including e-health modes of delivery);*
3. Meetings where a student reports to the team/organisation (e.g. in the context of a nursing home, an employee assistance program), if the team/organisation will enact interventions to the client or is in fact the focus of the interventions;
4. Work with clients, their families, employers, supervisors, teachers, health providers or legal guardians with regard to client care

*includes co-therapy/co-facilitation of groups/shadowing of supervisor or another mental health professional in clinical sessions.

Direct client activity: Sub-

activities Individual therapy (face

to face)

Sessions where you deliver therapy as the primary therapist to clients in a face to face setting. Specify in the comments section what was involved in this (e.g. individual session with adult client with x presentation)

Individual therapy (telehealth)

Sessions where you deliver therapy as the primary therapist to clients in a telehealth setting. Specify in the comments section what was involved in this (e.g. individual session with adult client with x presentation via Zoom/telephone)

Co-therapy/shadowing

Sessions where you are working collaboratively with a supervisor or another therapist to provide individual or group therapy to a client. This also includes sessions where you observe your supervisor or another professional in the service providing therapy sessions (e.g. sitting in on a psychiatry consult).

Group facilitation

Sessions where you deliver therapy as the primary therapist in a group setting. Specify in the comments what was involved in this (e.g. mindfulness group with adult clients)

Client intake

Completion of a phone or other brief intake session for a client.

Cognitive assessment

Session where you conduct a cognitive assessment with a client. Specify the details of this in the comments (e.g. what specific assessment was conducted/age of client)

Team meeting to discuss client progress

Attendance at/active participation in a team meeting where progress of your clients is discussed. Provide details of this in the comments (e.g. team meeting where I presented the case of X)

Collateral information gathering

Time spent contacting and gathering information in support of a client case. Provide details in the comments (e.g. contact teacher to discuss client X and request completion of the CBCL).

NOTE: Simulated practice as direct client activities

A maximum of **20 hours total** of any of the below simulated activities may be logged as direct client activities. Once simulated practice exceeds 20 hours, this needs to be logged as indirect client activity only.

Simulated practice – role play (direct)

Skills practice with supervisor or peer during placement day or supervision. Provide details in comments (e.g. risk assessment role play with supervisor).

Simulated practice – virtual clinic (direct)

Use of the Deakin Virtual Clinic Sessions. Provide details in comments. Please note that the written reflection questions that are part of the Deakin Clinic site need to be completed, reviewed by your supervisor and uploaded to SONIA as evidence of this activity.

Simulated practice – cognitive assessment (direct)

Skills practice of conducting cognitive assessments with a peer or supervisor. Provide details in comments (e.g. WISC V roleplay/sub-test/peer)

ACTIVITY DESCRIPTION

CLIENT-RELATED ACTIVITIES (These are what make up the remainder of placement day activity that is not classed as direct client activity)

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

1. Phone calls, focus groups, and meetings in the service of data-gathering or casemanagement in support of service provision to clients;
2. File review; report writing; team reporting and meeting where the student reports to the team to advise of client progress;
3. Delivery of psychoeducational content to service providers/organisations;
4. Completing log books and assessment tasks for placement;
5. Supervision
6. Professional development activities (e.g. simulated activities, role plays, workshops);
7. Travel with regard to client sessions. Travel, in regard to client care, should be limited to a maximum of 20% of client-related activity hours; this is particularly relevant for regional and remote interns.

Client-related activities: Sub-

activities

Client session preparation

Administrative work in preparation for a client session (e.g. organising resources, reading case notes, making appointments)

Case notes

Writing relevant clinical notes from client sessions conducted

Report/letter writing

Completing clinical documentation required in support of client work. This may include activities such as scoring, preparing and completing cognitive assessment reports; scoring other assessments; writing letters to referrers or other third parties

Completing placement documentation

Completing the clinical documentation required within SONIA online, including learning agreements and variations, logbooks and reflections

Review of client file

Review of file notes for learning purposes other than preparation for specific client sessions

Case study preparation

Completing work on your case study assessment required for placement

Placement assessment preparation

Completing work on other placement assessment tasks (e.g. MPP written task, preparation for mid or end placement reviews, completion of CYPRS self-assessment tool).

Case management

Completing activities in support of a client that are not individual/group therapy in nature (e.g. assisting client with accommodation or employment support).

Professional development

Active participation in relevant training while on placement day (e.g. face to face training, webinars, training video).

Knowledge of the discipline

Completion of reading or tasks in support of the practice of psychology (e.g. placement site orientation, reading therapy resources).

Simulated practice – role play

Skills practice with supervisor or peer during placement day or supervision. Provide details in comments (e.g. risk assessment role play with supervisor).

Simulated practice – virtual clinic

Use of the Deakin Virtual Clinic Sessions. Provide details in comments. Please note that the written reflection questions that are part of the Deakin Clinic site need to be completed, reviewed by your supervisor and uploaded to SONIA as evidence of this activity.

Simulated practice – cognitive assessment

Skills practice of conducting cognitive assessments with a peer or supervisor. Provide details in comments (e.g. WISC V roleplay/sub-test/peer)

Travel

Travel with regard to client sessions (should be limited to a maximum of 20% of client-related activity hours).

ACTIVITY DESCRIPTION

SUPERVISION (1 hour per placement day required; Group supervision cannot account for more than 50% of supervision in any one placement and no more than 50% of supervision overall)

INDIVIDUAL SUPERVISION

Where the student meets individually with the supervisor for supervision.

GROUP SUPERVISION

Supervision that includes a minimum of three people, including two supervisees and one board-approved supervisor, for both university and external placements.

SUPERVISION HOURS FAQs

1. Are trainees (provisional psychologists) undertaking placements as part of a higher degree program able to count paired supervision as individual supervision? Or should this be considered "group supervision" instead?

APAC considers that individual supervision is one student with one supervisor -no one else. This is so a student is comfortable to raise issues without another student being present.

1. In group supervision, is a trainee meant to only record the portion of the supervision time when they are discussing their own practice/clients? For example, with one hour of group supervision attended by 4 trainees, is each trainee meant to log one hour of group supervision or 15 minute of group supervision each? If the latter, can all 4 trainees log and record time in supervision where general discussions have taken place that are NOT related to specific clients (e.g. supervisor discussing generally a particular therapeutic concept)?

APAC have consistently accepted counting the full session - so even if the discussion is about someone else's client it is counted as group supervision and while students may learn about other types of clients and practices, they need individual supervision too.

1. Can trainees count their supervisors' time spent in reviewing reports and video recordings (in the absence of the trainee) as supervision hours? If so, would this fall under individual supervision hours, group supervision hours or something else?

Students should be able to be count this as individual supervision - but APAC would be looking at how much of this is part of the placement and would usually only expect a small proportion of supervision time to be spent in this way - students still need to be actually seeing their supervisors as needed for their own learning and support.

ACTIVITY DESCRIPTION

ABSENT

For recording absences on placement.