

School of Psychological Sciences

College of Engineering,
Science and Environment
The University of Newcastle

Master of Professional Psychology

Practica & Placement Manual
PSYC6526 & PSYC6527
2024

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THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

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NB: All required documentation is available online via CANVAS or SONIA.

2 Introduction

Welcome to the University of Newcastle's 2024 Practica & Placement Manual for Master of Professional Psychology (MPP). This Manual sets out relevant placement requirements and guidelines for the Master of Professional Psychology and is **required reading**.

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 \(APAC\)](#), an external accreditation entity under the Health Practitioner Regulation National Law Act 2009.

The Manual and associated forms are available on Canvas for PSYC6526 and PSYC6527. Amendments and updates are posted on Canvas so you should periodically check Canvas to ensure you are up to date with any changes relating to placement requirements.

Professional postgraduate psychology degrees such as the Master of Professional Psychology, require the mandatory completion of 300 hours of placements and practica across a range of settings. Supervised placements are an integral component of psychology postgraduate programs and offer you opportunities to gain practical knowledge and develop skills relevant to the role of a registered psychologist. The aim of the practical component is to prepare you for the Intern year which follows completion of the MPP Program. It is important to note that **it is the combination of the MPP year plus the Intern year which prepare you to meet the registration standards for a psychologist, not the MPP alone**. The practica experiences will expose you to a range of professional tasks undertaken by registered psychologists and ensure that you are suitably prepared for the Intern year that you will embark on after graduation. [Please see APAC: Accreditation standards for Psychology Programs: Evidence Guide for more information.](#)

The University works collaboratively with various government services and non- government and private organisations to help support and facilitate optimum training opportunities. The University supports students to access suitable practica experiences and, where available, matches students to internal and external placements in accordance with their stage of development. However, while the University endeavours to facilitate student access to practica experiences, 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. External placements are increasingly recognised as a scarce resource where demand often exceeds supply, and the choice of placements are dependent on availability.

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

A summary of the requirements to successfully complete your placements are set out on in this manual under Roles and Responsibilities.

3 University contacts

| School of Psychological Sciences Key Contact People | | |
|---|---|--|
| Name | Position | Contact Details |
| Ms Jenny Geddes | Acting Program Convenor Course Coordinator PSYC6526 Instructor Clinical Supervisor | W118 P: 02 4055 0257 E: Jenny.Geddes@newcastle.edu.au |
| Ms Saskia Behan | Course Coordinator PSYC 6526/ 6527 Instructor Clinical Supervisor | W118 E: Saskia.Behan@newcastle.edu.au |
| Dr Oren Griffiths | Instructor Clinical Supervisor | P: 02 4055 0807 E: Oren.Griffiths@Newcastle.edu.au |
| Ms Sonja Pohlman | Placement Coordinator | W127 P: 02 4055 3017 E: Sonja.Pohlman@newcastle.edu.au |
| Ms Shanae Tuck | Professional experience and WIL | E: CESE-PEU@newcastle.edu.au P: 4921 7302 |

3.1 University policy documents (search on UON Policy [Library](#) for most up to date)

[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 Manual](#)

3.2 Sources of University support

[University Disability Support Services](#)

[University International Student Support](#)

[University Indigenous Student](#)

[Engagement](#)

[University Health, Counselling and Wellbeing](#)

[ServicesUniversity Support for Students to Solve Issues](#)

3.3 Practice information

[Psychology Board of Australia](#)

[NSW Health Verification Requirements](#)

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

[Australian Health Practitioner Regulation Agency](#)

[Australian Psychology Accreditation Council](#)

4 Pre-Practica Requirements

This section describes important tasks which you must complete before embarking on any practica experiences involving contact with the public. **It is your responsibility to ensure that all appropriate documentation has been completed, approved, and forwarded to the Course Co-ordinator. Failure to do so will delay your practica and could delay the completion of the MPP program.**

4.1 Pre-practica checks

Prior to commencement of practica experiences, you need to ensure you comply with immunisation policies (organisation dependent), have undergone police criminal record checks and working with children checks (organisation dependent), and met other relevant requirements.

Please be aware police checks must be renewed every 5 years. You are required to ensure your checks are current. If you do not comply with these requirements, you will not be able to commence practica.

4.2 Registration with Psychology Board Australia

You are required to be provisionally registered with [Psychology Board of Australia](#) from the commencement of your higher degree. 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 Administrative Assistant for Placements on a yearly basis. A certified copy of the initial Certificate of Registration and any further registration updates need to be updated to SONIA online 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.

4.3 Assumed knowledge.

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

PSYC6501 Professional and Ethical Practice

Thus, if you are enrolled on a part-time basis, you will not commence placement and practica until your second year of study.

4.4 Enrolment in Placement Courses

You are required to enrol in placement courses after consultation with the Course Coordinator to ensure enrolments coincide with placement allocation. Once you have been allocated a placement you must enrol in a placement course before you commence your placement.

5 Placement Requirements

To meet requirements for the Master of Professional Psychology program, you are required to satisfactorily complete two practica courses, PSYC6526 and PSYC6527. You will complete 10 days of internal practica, and 30 days of supervised professional placement spread between the two courses.

| | |
|---|--------------------------------|
| PSYC6526 | |
| 10 days internal practica (on campus) | 10 days professional placement |
| PSYC6527 | |
| 20 days professional placement (at the same placement setting as your PSYC6526 placement) | |

5.1 Rural practice placements

You may be asked to attend a placement out of the Hunter region. At times rural placements are also available during semester breaks. You will need to discuss this with the Course Coordinators. Please be aware travel and accommodation costs are self-funded by you. However, student rates for accommodation may be available in some areas. Please follow [this link for](#) further information.

5.2 Students with a disability

If you have a disability you are encouraged to speak with [AccessAbility](#) to obtain support. The Course Coordinator / Placement Coordinator will liaise with Disability Support Services 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.

5.3 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.

5.4 Professional conduct while on placement

Placements are to be treated as any workplace. You are expected to demonstrate professional behaviour and communication, 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., closed in shoes for placements within NSW Health). You are encouraged to be open and responsive to supervisory input and feedback. These areas are evaluated by your supervisor and are part of the requirements to be passed on placement.

You are also required to be familiar with and comply with the Australian Psychological Society [Code of Ethics](#) for professional and ethical conduct and [AHPRA standards and guidelines](#).

6 Placement hours required for each Program.

6.1 Overview

The Master of Professional Psychology has a required number of 300 placement hours. The table below shows the number of hours required per placement.

Master of Professional Psychology students are required to complete 2 placements of 7.5 hours per day, not including lunch break (i.e., at least 40 days duration) to contribute to the required total of 300 placement hours.

| Description | Hours |
|-------------------------------------|--|
| Days per placement – PSYC6526 | 10 internal days (75 hours) |
| | 10 external days (75 hours) |
| Days per placement – PSCY6527 | 20 external days (150 hours) |
| Hours per day | 7.5 minimum |
| Supervision hours per placement day | 1 (at least 20 hours of the minimum 40 supervision hours must be individual supervision) |

Each placement day is of 7.5 hours duration. If you are attending more than 7.5 hours per day, this is 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 Course Coordinators and included in your Student Learning Agreement (Appendix 1).

6.2 Typical Placement pathway

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

MPP – full time

| MPP | Course | Location | Duration | Days/week | JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP | OCT | NOV | DEC |
|---|--------|---------------|----------|-----------|-------------------------------------|-----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Full-time pathway (1 day/week placement) | 6526 | Internal | 10 days | One | Finalise pre-placement requirements | Orientation /intensive 6501 | | | | | | | | | | |
| | 6526 | External site | 10 days | One | | | | | | | | | | | | |
| | 6527 | External site | 20 days | One | | | | | | | | | | | | |
| MPP | Course | Location | Duration | Days/week | JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP | OCT | NOV | DEC |
| Full-time pathway (2 day/week placement) | 6526 | Internal | 10 days | One | Finalise pre-placement requirements | Orientation /intensive 6501 | | | | | | | | | | |
| | 6526 | External site | 10 days | Two | | | | | | | | | | | | |
| | 6527 | External site | 20 days | Two | | | | | | | | | | | | |
| MPP | Course | Location | Duration | Days/week | JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP | OCT | NOV | DEC |
| Full-time pathway (Block placements) | 6526 | Internal | 10 days | One | Finalise pre-placement requirements | Orientation /intensive 6501 | | | | | | | | | | |
| | 6526 | External site | 10 days | Two | | | | | | | | | | | | |
| | 6527 | External site | 20 days | Two | | | | | | | | | | | | |

MPP – part time

| | | | | | Year 1 | | | | | | | | | | | |
|-------------------|--------|---------------|----------|-----------|-------------------------------------|-----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| MPP | Course | Location | Duration | Days/week | JAN | FEB | MAR | APR | MAY | JUN | JUL | AUG | SEP | OCT | NOV | DEC |
| Part-time pathway | 6526 | Internal prac | 10 days | One | Finalise pre-placement requirements | Orientation /intensive 6501 | | | | | | | | | | |
| | 6526 | External site | 10 days | One | | | | | | | | | | | | |
| | 6527 | External site | 20 days | One | | | | | | | | | | | | |
| | | | | | Year 2 | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |

6.3 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. Any arrangements must be identified prior to commencing placement, agreed to by all parties and approved by the course coordinator. It will be outlined in the learning agreement.

If the placement is approved to go ahead with the holiday leave in place, you will be required to ensure you adjust for the lost time with an end date that reflects completion of 20 days of placement.

If you are away due to sickness or other unforeseen circumstances, you will need to submit an [Application for Adverse Circumstances](#). Once you have recommenced your placement you will also need to complete a Variation to your Student learning agreement to change your finish date.

7 Supervision

7.1 Appointment of supervisors

Supervisors of placements must be qualified registered psychologists. They need to have at least three years post-registration experience. Supervisors must be registered and approved as a supervisor with the Psychology Board of Australia. Supervisors can be generally registered psychologists or endorsed psychologists (forensic, clinical, educational and developmental endorsements for example).

We are very grateful to our supervisors, who have volunteered to take students on placement in addition to their usual roles.

7.2 Supervision hours

You must be able to demonstrate through logbook documentation that you have completed a minimum of 40 hours of supervision.

Placement 1: Supervision includes 1 hour formal (face to face) supervision per 7.5-hour placement day.

Supervision provided over the phone or via Zoom is discouraged. To ensure ongoing training, monitoring and support supervisors need to be co-located with you preferably in the same building. However, there are some exceptions made with rural and remote placements although limits apply to how many hours can be accrued by distance supervision.

Group supervision includes at least two participants and a properly qualified supervisor for both University and community-based placements. **Group supervision can also be counted as part of formal supervision but cannot constitute more than half of the overall required supervision hours.** That is, you must have at least 40 hours of supervision including at least 20 hours individual supervision. You must document group supervision hours separate to individual supervision hours in the SONIA platform.

You must document your client contact hours accurately in your logbook timesheet in SONIA, ensuring that each clinical activity is clearly described including the amount of time spent with clients. **DO NOT USE CLIENT NAMES IN YOUR LOGBOOKS.** Use of initials is appropriate. Logbooks including timesheets are reviewed by your supervisor and signed regularly. SONIA will not include in any calculations hours that have not been approved by your supervisor. It is your responsibility to ensure that all entries are signed off by your supervisor.

If discrepancies are found, you will be asked to revise this and resubmit. It is good practice to go back to your logbook to check that it has been actioned appropriately. You may have changes that need to be made and it is not always flagged for you.

One signed logbook is required for each placement day.

Please see Appendix 5 for a glossary of activities for recording in SONIA online

7.3 Achieving the required supervision hours

You are expected to actively seek out learning opportunities to ensure you are obtaining the required supervision 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.

General background reading does not count as supervision hours. **Attendance at professional development workshops does not count towards your placement.** This is part of your own professional development. If you have included this in your logbooks you will be asked to complete additional placement day/s to reach the required number of placement days.

7.4 Nature and 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.

7.5 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?

Several supervisory roles have been identified (Campbell, 2000):

- a. Teaching
- b. Supporting
- c. Modelling
- d. Challenging
- e. Consulting
- f. Evaluating
- g. Mentoring

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

- a. Lecturer
- b. Teacher
- c. Case reviewer-master therapist
- d. Consultant
- e. Monitor-evaluator
- f. Therapist

Supervised practice is also a critical component of ensuring public safety. The supervisor is responsible for the actions of the supervisee and has a role in ensuring that the members of the public who are accessing the provisional psychologist are receiving appropriate care in a manner that complies with the competencies expected of psychologists.

7.6 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 of the student's practice will occur** during each student placement.

The most frequently used methods are:

Case consultation

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

- a. Identifying data
- b. Presenting problem
- c. Important history and environmental factors
- d. Tentative assessment or diagnosis
- e. Action plan
- f. Goals
- g. Concerns or problems surrounding the case.
- h. Relationship issues
- i. Ethical issues
- j. Multicultural issues

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. Please take the opportunity to develop your skills by recording sessions as much as you are able. It is highly recommended and rewarding growth.

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.

Written techniques

Keeping a log of activities, process notes or journaling

- a. What were you most aware of in this session?
- b. What thoughts or feelings did you have as you worked with this person?
- c. What do you believe is going on here?
- d. What do you think the client wanted or needed from you during the session?
- e. What do you need from me now as your supervisor?

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.

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?

- a. One who is committed to establish a solid supervisory relationship and values their supervisor's input and feedback.
- b. One who responds to empathy, support, and feedback.
- c. One who is seeking greater professional autonomy.
- d. One who is positive with respect to continuing professional development.
- e. One who respects and maintains boundaries.
- f. One who is comfortable with having sessions recorded, monitored and reviewed.
- g. One who is punctual and who arrives prepared for supervision.
- h. One who can accept constructive feedback.
- i. One who sees supervision as a positive even if mandated – chooses supervision.
- j. One who has a genuine desire to learn.
- k. One who openly and honestly presents their work.
- l. One who is willing to look inwards to what is happening as you work; and
- m. One who is willing to be accountable for their work.

8 Placement Objectives

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 by registered psychologists.

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.

8.1 Learning goals for placements

Your placement goals should include:

- a. establish appropriate relationships with your clients (and/or relevant carers) and communicate effectively with them to obtain and provide information.
- b. select and administer appropriate instruments for assessment or other methods for clinical information collection and analyse and evaluate the results.
- c. integrate and interpret information from a range of sources to arrive at a formulation. (Describe clients' problems within a psychological framework);
- d. devise and implement an action plan that is evidence based and clearly derived from the formulation.
- e. monitor and evaluate the effects of the action plan and make modifications as required.

- f. provide clear, comprehensive, accurate, and relevant verbal and written reports of your activities.
- g. conduct yourself in a professional and ethical manner; and
- h. understand the organisation of the workplace and work effectively and co-operatively within that organisation.

9 Placement Allocation

9.1 Introduction

Placement resources are limited with settings employing psychologists competitive and in high demand. You must accept all placement offers, stay flexible with your availability and be willing to travel out of the area.

Only valid adverse circumstances will be considered if you decline a placement. All placements are to be channelled through the Master of Professional Psychology's Placement Coordinator, including placements which are part of employment. **You should not approach supervisors directly to arrange your own placements.** If you know of a placement opportunity, please speak to the Placement Coordinator about it.

Allocation of placements is subject to availability and can change. Students are allocated to placements based on several varied factors. 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 do not miss an allocation. Following placement allocation, you may be required to meet with your supervisor as part of a pre-placement meeting/interview.

9.2 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. Please note these placements can change based on supervisor availability at any one time.

You are allocated to placements based on several varied factors including:

1. Your previous work experience,
2. Progression through your degree,
3. Placement availability at around the time you are ready to start your next placement,
4. Your study load (enrolment fulltime versus part time),
5. Supervisor's preferences for students' previous experience level and
6. 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 like a cover letter and is expected to contain a summary of your experience and interest in completing the specific placement. You can find a sample EOI in Appendix 9.

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.

9.3 Consent to release information

Once the placement has been confirmed, you are required 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 it limits your supervisor's ability to provide you with the most appropriate learning experiences (which in turn could impact upon your grade).

9.4 Paid work placements

Paid work placement requests need to be discussed with and approved by the Master of Professional Psychology 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 an approved supervisor available to provide the required supervision.

Please be aware paid work placements are covered by the 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 placement

You must consult the Course Coordinator if placement dates change, for example due to illness or unforeseen circumstances. Variations to placements need to be initially discussed with the Course Coordinator and then described in the Learning Agreement Variation Form in SONIA online before submission to the Course Coordinator for approval.

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

It is important that you and your supervisor are aware that if you are paid for any services, you perform while on placements you are not covered by university insurance and that either the organisation or you (e.g., private practice setting) must provide or arrange this cover.

9.5 Enrolment in placement courses

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

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

There are two placement courses within the Master of Professional Psychology program:

- a. Psychology Placement 1: PSYC6526
- b. Psychology Placement 2: PSYC6527

Students should enrol in each placement sequentially.

9.6 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 failure 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 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. In addition to this you must submit the documentation checklist for the subject, your documents must be audited by the course coordinator to verify that all requirements have been met, and the checklist approved.

9.7 FAQs about placement documentation

Q. Where do I complete 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 complete logbooks and 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. Do I need to put my logbook in a folder?

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 (Professional Experience Unit).

Q. How do I know if my placement documentation 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.

10 Placement Documentation

All placement courses have certain requirements around the submission and completion of relevant placement documentation. This next section sets out the requirements.

Requirements at a glance:

| | |
|---|--|
| Emergency Details | Submitted prior to starting placements |
| Student Learning Agreement | Submitted within 2 weeks of starting placements |
| Day 10 Placement Review (end of internal practica days) | Completed in SONIA within 2 weeks of review. |
| Day 20 Placement Review (PCAM) | Uploaded to SONIA within 2 weeks of review. |
| Day 30 Placement Review | Completed in SONIA within 2 weeks of review. |
| Day 40 Placement Review (PCAM) | Uploaded to SONIA within 2 weeks of review. |
| Student Feedback | Submitted within 2 weeks of placement completion |
| Case Study/Reflective Report including cover sheet (PSYC6526) | Due date on Canvas |
| Reflective Report including cover sheet (PSYC6527) | Due date on Canvas |
| Placement Documentation checklist | Submitted within 2 weeks of placement completion (once for PSYC6526 and once for PSYC6527) |

10.1 Emergency Details

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

10.2 Student Learning Agreement

At the start of your professional placement, you are required to sign and submit a Student Learning Agreement describing the objectives/learning goals for that placement. The Student Learning Agreement (see Appendix 1) is to be developed by you in consultation with your supervisor.

The Student Learning Agreement should include consideration of the following:

- a. 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.
- b. You should be orientated to the service in which you are on placement including physical setting, service philosophy and other staff members.
- c. You should make a positive contribution to the work of the service (not merely as an observer) consistent with your level of competence.
- d. It is essential that you can directly observe some of the supervisor's work.
- e. You and your supervisor should meet, at a minimum, for one hour of formal (direct face to face) supervision per 7.5-hour day of Placement. In addition, informal supervision in the form of co-therapy, observation, meetings, and case presentations should also take place.
- f. Make a date for the placement reviews when you complete the agreement.

Until the Student Learning Agreement is received and agreed upon by the Course Coordinator, no more than two placement days can be counted towards the placement.

If you wish to vary the conditions of the placement by changing or adding supervisor(s), adding days to compensate for missed days or make other changes, please initially discuss with the Course Coordinator, and complete a Learning Agreement Variation form in SONIA (Appendix 3) and submit to the Course Coordinator as soon as possible.

10.3 Day 20 Placement Review

A third of the way through the professional placement (day 10 of external placement), you will meet with your supervisor and Course Coordinator to jointly discuss and review your progress. The purpose of the 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 advise your supervisor and the Course Coordinator that the Day 20 Review is due and negotiate a date and time for the meeting.

The steps are as follows:

1. You email the Master of Professional Psychology program's Placement Course Coordinator two weeks prior to the Day 20 Placement Review and confirm the date your MPR (Mid Placement Review) is scheduled.
2. The Master of Professional Psychology program's Placement Course Coordinator or another nominated member of staff will attend your review with you and your placement supervisor. This is not required for the day 30 and 40 placement reviews, but a staff member can attend these reviews at the request of you or your supervisor.
3. Student is to create a placement in the PCAM website (www.placementreview.net). The date of the placement begins on day one of your placement and concludes on your final day of placement. The location is the name of the organisation you are completing your placement with. Your supervisor is your placement agency supervisor. If they do not appear in the drop-down list, then they may need to register on the website before you can add them.
4. The placement agency supervisor will complete a mid-placement evaluation using the PCAM tool on the

5. placementreview.net website. Before you meet, please review the learning goals you set at the beginning of placement and consider how you might address any gaps identified in the remainder of the placement. You will need to know how many hours of placement you have completed thus far and give an indication of the types of clients you have seen. Additionally, come prepared to discuss your progress and experiences during the first half of placement with your supervisor and course coordinator.
6. Your supervisor will be responsible for completing the PCAM, you are responsible for uploading the completed report to SONIA.
7. Formative feedback is provided to you at the review. It is your responsibility to ensure that signed documentation is uploaded to SONIA within two weeks of the review. Copies of the review are kept on file for future reference.

10.4 Further reviews (Day 30 and Day 40)

Your external supervisor will complete three reviews of your placement progress, at ten-day intervals (Day 20 with course coordinator, day 30 and day 40). Day 20 and day 40 are completed on the PCAM. Day 30 is completed in SONIA.

Supervisors base their feedback on various observations of your work. This would include, but not be limited to, direct observation as a result of 'sitting-in' on sessions with clients if appropriate, recordings of sessions you have completed, direct observations of performance during (staff) meetings, and discussions during supervision sessions.

Feedback is 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, second placement). The aim of this feedback is to help you improve your skills and knowledge and to attain your competency goals.

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 Course 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 Master of Psychology program's Placement Course Coordinator and advise the expected date for submission.

10.5 Case study/reflective report and reflective report

You are also required to submit a case study/reflective report (PSYC6526) and a reflective report (PSYC6527). Placement case studies and reports are compulsory course requirements. Case studies must be no more than 2,500 words in length, excluding references. The case studies which are submitted must enable the assessor to have a clear idea of the problem(s) to which they refer and the ways in which the problems were tackled. The case study will be based on a simulated client, using a pre-recorded initial assessment interview. Details of this assessment task will be provided by the Course Coordinators during the internal Practica and will be available on CANVAS.

Assessors will look for evidence of a systematic approach to the problem which integrates theory with practice and addresses the issue of outcome. Assessors will attach particular importance to the application of psychological knowledge in the formulation of the problem and your demonstrated ability to evaluate psychological work critically and to learn from it.

Case studies must be structured in accordance with the guidance provided in Canvas. Presentation style must follow the latest edition of the Publication Manual of the American Psychological Association. A word count must be included on the cover sheet (available on CANVAS). The marking rubric for the reflective report will be accessible from the PSYC 6526 CANVAS site.

Assessments which are late, which exceed the word limit or do not follow the prescribed presentation style will result in a request to resubmit the case study with changes as indicated by the assessor.

Please be aware the case study/reflective report can be resubmitted once only.

10.6 Assessment submission guidelines

For PSYC6526, you are required to submit an electronic copy of your case study/reflective report with a signed case study cover sheet (signed by you and your placement supervisor) to CANVAS. For PSYC6527, the same process is followed for your reflective report.

All submissions must include the course code for the placement that has been undertaken (e.g., PSYC6526 or PSYC6527).

10.7 Logbooks

You are required to keep a logbook of your placements (see SONIA for a template). This is required for all placements. Each logbook entry will be submitted via SONIA and should contain:

- a. Your time sheets which are a record of what has taken place on each day of placement using the activity descriptions provided in SONIA. Client contact should include a brief description of the client demographics and content of session.
- b. details of specific supervision sessions indicating the content of each session, specific directions made by your supervisor to you, and any self-reflection. If you have more than one supervisor, you should also include the name of the supervisor who participated in the session.
- c. for supervision hours, specify following each entry how the time has been counted. For example: 12 to 1pm (one hour supervision).
- d. details of any work to be done before the next placement day.
- e. 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
- f. 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 Master of Professional Program's Course Coordinator.

Each placement day should be documented in the logbook utilising the SONIA daily logbook form. **This must be done at least once a week.**

Supervisors will receive an email notification to review and sign your logbook when you have submitted it. It is your responsibility to ensure that each logbook entry is signed by your supervisor, preferably by the next meeting with your supervisor. You are strongly advised to retain a photocopy/electronic copy of your signed logbook as you may require this information for registration. For guidelines on logging specific activities in the SONIA online logbook form, please see the SONIA website.

Finalising paperwork

Once you have completed placement you are required to audit your logbooks, ensure each timesheet entry is signed and each logbook is approved. You must submit the placement documentation checklist, ensuring you have uploaded all documents to SONIA, have passed the case study/reflective report component and your learning agreement is accurate in terms of dates and days worked. If your placement has been extended or changed in any way, you must ensure there is also a variation of the learning agreement signed on SONIA.

These documents are to be uploaded to SONIA no later than two weeks after the last day of placement. To achieve this deadline, it is strongly suggested that you have all documentation ready for supervisors to sign-off each week and any final documents in your last supervision meeting. You will be asked to resubmit work if sections are incomplete.

10.8 Student placement feedback

You are encouraged to complete a student feedback form [Student Feedback on Placement Form](#) towards the end of your 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.

10.9 Client information and consent form

It is important to accurately represent yourself as a Provisionally Registered Psychologist and ensure that clients are aware of what this means. To prompt this discussion, you are required to explain this to clients at your first contact with them and ask them to sign the Client Information and Consent Form (Appendix 1).

11 Dealing with difficulties, unsatisfactory progress, and misconduct

11.1 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 provisionally registered psychologist. Whilst this is the main aim of placements, procedures must be in place to evaluate the placement and address any problems which may arise.

11.2 Addressing placement difficulties

If you are experiencing difficulties during a placement, you should discuss these with your supervisor in the first instance and the Course Coordinator for the Master of Professional Psychology 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 Course Coordinator.

11.3 '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 Course 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:

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

In these circumstances, the University will follow the procedure outlined in the [Professional Experience Policy](#). You should be aware that your placement may be terminated, and you may be failed from the course.

11.4 Consequences of failing a placement

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

To be awarded your degree, you must pass both practica courses in addition to all other program requirements.

Practica 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 practica courses after the University's census date without the approval from the Head of School.

11.5 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 during study or professional 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](#).

11.6 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.

11.7 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](#).

12 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.

12.1 Students

- a. You are responsible for ensuring that all pre-placement requirements have been met, including completing any pre-placement training modules as required.
- b. You must be provisionally registered with AHPRA/Psychology Board of Australia and renew provisional registration each year. Copies of registration certificates to be uploaded to SONIA online at the start of each year.
- c. You are expected to regularly check emails regarding placement allocations and or availability.
- d. You must be available to attend placement anywhere from 1-5 days, dependent on enrolment status (full time or part time).
- e. You should be flexible with availability and accept all placement allocations and be willing to travel out of area (this could include rural locations).
- f. If working in addition to placements, you must ensure that applications to Psychology Board of Australia are approved before commencing.
- g. Once a placement has been allocated, you must contact the supervisor to arrange a pre-placement meeting.
- h. You must enrol in the placement course.
- i. You must keep the program's Course Coordinator informed of start dates and any changes to placement

dates.

- j. You must discuss and develop a Learning Agreement in collaboration with your supervisor.
- k. You must provide your supervisor with copies of any previous reports.
- l. 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.
- m. You must attend to any pre-requisite criteria for the placement for example, mandatory training, orientation, and/or required readings.
- n. You must begin placement on the specified date and record daily activities in your logbook in SONIA online, including an account of hours spent working with clients and with the supervisor (including formal and informalsupervision). Entries in logbooks should be actioned by your supervisor regularly (preferably before or at the following supervision meeting).
- o. You are not permitted to take planned holidays during your placement. Placements are required to finish as set out in the Learning Agreement. If there are any delays these need to be negotiated withthe Course Coordinator and your supervisor prior to the commencement of your placement.
- p. Any changes to your placement dates will need to be submitted as variations to the learning agreement in SONIA online.
- q. 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 program's Course Coordinator.
- r. 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.
- s. 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. Please note that the Hunter New England Area Health Service has a Code of Conduct which you must read and adhere to as part of your placement.
- t. You should immediately notify your supervisor and the Course Coordinator if there are any workplace health and safety issues such as an accident or incident that warrants notification. The Course Coordinator will direct you and the supervisor to relevant incident report documentation for completion.
- u. Unless otherwise specified by your supervisor, all written communication (letters, psychological reports) must be read, approved, and countersigned by the supervisor.
- v. 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).
- w. You must advise the program's Course Coordinator and your supervisor when your mid placement review is due for your placement.
- x. You are expected to actively participate in the placement reviews and be willing to openly reflecton your placement experience, learning and progress.
- y. You must attend to any remedial work identified at the placement reviews (if applicable).
- z. You must advise the program's Course Coordinator if there are difficulties on placement or if there are any variations to the Learning Agreement or to the length of the placement.
- aa. You must ensure you have completed the required client contact and supervision hours as stipulated.
- bb. You must participate in an end placement review with your supervisor.
- aa. You should complete the student feedback on placement document and submit this directly to the program's Course Coordinator.
- bb. You must submit end of placement documentation within twoweeks of completing placement.

- cc. You must submit an electronic copy of your case study/reflective report to Canvas by the due date specified in Canvas. You will also need to submit a case study cover sheet that has been signed by your placement supervisor.
- dd. If there are any unresolved problems at any time throughout the placement, you should advise the program's Course Coordinator as soon as possible.
- ee. You must complete case notes and/or reports within the required timeframe as specified by your supervisor.
- ff. You must adhere to organisational rules/expectations while on placement, and not think "because I'm a student" this doesn't apply to me.
- gg. You must comply with the University Student Placement Policy.

12.2 Supervisors

- a. Supervisors are encouraged to provide updated information for each placement to the program's Course Coordinator to allow for student matching to placements.
- b. The supervisor should hold a pre-placement meeting/interview with the student to decide on the suitability of the placement for the student at that point in their training. If the placement goes ahead, Supervisors and students negotiate a suitable Learning Agreement.
- c. 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 Course Coordinator. The program's Course Coordinator will direct the supervisor and the student to complete the relevant incident report documentation.
- d. Supervisors, where possible, ensure that students have access to a (shared) office, consulting room (if having appointments) and telephone facilities (with their own desk and arrangements for administrative support where possible).
- e. Supervisors are responsible for all face-to-face supervision, and oversight of placement related activity by the student while on placement.
- f. 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.
- g. 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.
- h. In addition to discussing practicum 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.
- i. Supervisors must keep themselves informed of student case notes and sign off on any reports or other written requirements.
- j. Supervisors participate in a day 20 placement review with the student and the program's Course Coordinator) one third of the way through the placement. As part of this process, the supervisor provides feedback to the student and completes the placement review form. The student and supervisor meet and review the placement together.
- k. Supervisors inform the program's Course Coordinator of any difficulties which are not responding to normal supervision processes and follow set procedures as outlined in this Manual.
- l. Supervisors conduct the end placement evaluation with the student and complete the online end placement evaluation.
- m. The program's Course Coordinator maintains a dialogue with supervisors regarding any supervision issues and offers support where required.
- n. The Course Coordinator helps students develop skills necessary to meet ongoing demands of placement and provides professional and personal support to students and supervisors as required.

13 Appendices

13.1 Appendix 1 – Client information and consent Form



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

MASTER OF PROFESSIONAL PSYCHOLOGY CLIENT INFORMATION & CONSENT

_____ is a Provisionally Registered Psychologist and student on
Student name
placement in fulfilment of the requirements of their Master of Professional Psychology
Program at the University of Newcastle.

Whilst on placement, the student's work is overseen by their Board Approved Supervisor(s)

Supervisor(s) name(s)

To assist the student in their ongoing professional development, they may discuss their psychological practice with the supervisor(s) and videotaping, audiotaping or some other form of observation by the supervisor(s) may be used, but this will not occur without your knowledge and permission.

Please indicate by signing below if you agree with the following conditions:

- I understand that I will be seen by a Provisionally Registered Psychologist who is undertaking postgraduate studies in Professional Psychology.
- I understand that video/audio recording or other form of observation by the Provisionally Registered Psychologist's supervisor(s) may occur, but that this will not take place without my written permission.
- I can withdraw this consent by telling the Provisionally Registered Psychologist or their supervisor at any time.

Your decision to consent or not consent to be seen by the student on placement will not affect the clinical services offered by this placement setting. You can alter this decision at any time by informing staff.

CLIENT SIGNATURE:

DATE:

PARENT SIGNATURE:

DATE:

(if client is a minor)

13.2 Appendix 2 – Case study/Reflective report cover sheet.

School of Psychology Master of Professional Psychology

Case Study/Reflective Report Cover Sheet

[Descriptive Title of Case Study/Reflective Report]

This case study is submitted in partial fulfilment of the requirement of [PSYC652X] in the Master of Professional Psychology at the University of Newcastle.

The material presented in this case study is based on work completed by the Provisional Psychologist or Psychologist whilst on placement at [SERVICE NAME] during the period of [Month-Month YEAR]. All names disclosed in this case study/reflective report, including that of the client, are fictitious to uphold client confidentiality and privacy. No information that could potentially lead to identification of the client has been included in this case study. This submitted case study/reflective report has been read and approved by the placement supervisor.

| | |
|-------------------------|--|
| Student details: | |
| Full name: | |
| AHPRA Registration No: | |
| Signature: | |
| Date: | |

| | |
|----------------------------|--|
| Supervisor Details: | |
| Full name: | |
| Title/Qualifications: | |
| AHPRA Registration No: | |
| Signature: | |
| Date: | |
| Word Count: | |

Placement Case Study Marking Guidelines



| | |
|----------------------|--|
| Student Name: | Placement Course: |
| Marker: | Resubmission Required? Yes / No |

For each component, a rating will be provided as follows:

- (1) – Not present – please resubmit with relevant section
- (2) – Present but inadequate
- (3) – Present and adequate

1. Case Study Cover Sheet

| | | | |
|---|---|---|--|
| 0 | 1 | 2 | Submitted with case study cover sheet |
| 0 | 1 | 2 | Statement re confidentiality and identifying information |

2. Referral, Presenting Problem and Permission

| | | | |
|---|---|---|--|
| 0 | 1 | 2 | Provides a succinct, accurate statement outlining the referral source |
| 0 | 1 | 2 | Provides a succinct statement outlining the nature of the presenting problem |
| 0 | 1 | 2 | Discusses client’s attitude to the referral |

3. Initial Assessment, Mental State Examination, and History Taking

| | | | |
|---|---|---|---|
| 0 | 1 | 2 | Comprehensive coverage of initial assessment which includes onset, course, severity of symptoms and/or difficulties and effects on functioning |
| 0 | 1 | 2 | Includes an MSE |
| 0 | 1 | 2 | History taking is included (briefly addressing psychosocial, relationship, educational and or occupational, medical/psychiatric/ drug and alcohol history and previous interventions) |
| 0 | 1 | 2 | Weighting and content of initial assessment, MSE and history taking are appropriate |

4. Initial Hypotheses, Further Assessment, and Hypothesis Testing

| | | | |
|---|---|---|---|
| 0 | 1 | 2 | Initial hypotheses are guided by the information from the referral and initial assessment |
| 0 | 1 | 2 | Hypothesis testing approach incorporated using several methods of data collection |
| 0 | 1 | 2 | If applicable rationale for using psychological measures is described |
| 0 | 1 | 2 | All the relevant domains are addressed |
| 0 | 1 | 2 | Appropriate assessment of risk and risk factors |
| 0 | 1 | 2 | Consideration of diversity issues |

5. Formulation

| | | | |
|---|---|---|---|
| 0 | 1 | 2 | Formulation is a comprehensive working hypothesis that integrates relevant information (precipitating, perpetuating, predisposing and protective factors) to provide a compelling story |
| 0 | 1 | 2 | Outlines precipitants of current disorder or problems |
| 0 | 1 | 2 | Describes cognitions and behaviours currently contributing to problems |
| 0 | 1 | 2 | Provides historical and developmental considerations to current disorder and problems |
| 0 | 1 | 2 | Considers client resources and strengths |

6. Action Plan, Intervention and Evidence Based Practice

| | | | |
|---|---|---|---|
| 0 | 1 | 2 | Provides a rationale for choice of intervention that is clearly guided by the formulation |
| 0 | 1 | 2 | Clear evidence of well-articulated, collaborative goals that flow naturally from the assessment and formulation |
| 0 | 1 | 2 | Application and references to evidence-based practice for the targeted problems |
| 0 | 1 | 2 | Obstacles to treatment plan are outlined |
| 0 | 1 | 2 | Risk issues are documented and managed appropriately |

| | | | |
|---|---|---|--|
| 0 | 1 | 2 | Evaluation of treatment outcomes and how this was achieved (psychological measures, self-report etc.) |
| 0 | 1 | 2 | Consideration of the development, maintenance, and management of threats to the therapeutic relationship |

7. Reflection and Critical Analysis

| | | | |
|---|---|---|--|
| 0 | 1 | 2 | Identifies at least one occasion during the interview where upon reflection student would have taken the interview in a different direction, states why this direction would be taken and what gains would have been anticipated from this direction |
| 0 | 1 | 2 | Provides a personal reflection on the case, including any areas that may have created discomfort or challenge in role as an early career psychologist, and/or in relation to a case presentation like this one |
| 0 | 1 | 2 | Rubric checklist completed and attached |

8. Written Style

| | | | |
|---|---|---|--|
| 0 | 1 | 2 | Well-written, with no or minimal errors of grammar or spelling |
| 0 | 1 | 2 | Appropriate references beyond course materials |
| 0 | 1 | 2 | Correct APA style |
| 0 | 1 | 2 | Within 5% of word limit |

Grade

| | | |
|----------------------------------|---|----------------------------------|
| Pass <input type="checkbox"/> | Resubmit with changes to be assessed (allowed once) <input type="checkbox"/> | Fail <input type="checkbox"/> |
|----------------------------------|---|----------------------------------|

Comments:

| |
|--|
| |
| |
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| |
| |
| |
| |
| |

Resubmission date if required (this is two weeks from date returned to student)

13.4 Appendix 4 – Placement expression of interest template

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 people **[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 internal practica as part of the Master of Professional Psychology Program at the University of Newcastle. The internal practica has enhanced my skills in psychological assessment and intervention. I have had the opportunity to develop counselling and assessment skills for a range of client presentations with varying ages, gender, and culture. This has allowed me to draw on evidence-based psychological interventions like Cognitive Behaviour Therapy. Additionally, I have high regard for client safety with ongoing consideration of risk and risk management. The internal practica 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.

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