



MACQUARIE
UNIVERSITY

HUMAN SCIENCES

Clinical Psychology

Field Placement Manual

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PLACEMENT OVERVIEW

This handbook describes the field placements undertaken for the Masters of Clinical Psychology and Doctorate of Psychology (Clinical). It is expected that all Clinical Students and Field Placement Supervisors will be familiar with the material in this handbook. Field placements aim to ensure that Clinical Students gain experience in a range of clinical work undertaken by Clinical Psychologists and acquire the skills necessary to undertake their professional role. This includes opportunities to learn a variety of psychological models, applied to a range of clinical problems, with a variety of clients, in a diversity of settings. Experience of working in multidisciplinary settings and familiarity with the work of other professionals are also important objectives.

RELEVANT WEB SITES

An up to date version of the material contained in this handbook is available on the web at

http://www.psy.mq.edu.au/courses/c_time.htm

Up to date copies of the relevant forms are also online at http://www.psy.mq.edu.au/courses/c_time.htm

Students are encouraged to view the Psychology Board of Australia web-site <http://www.psychologyboard.gov.au>

Students must also be familiar with the Australian Psychological Society's Code of Ethics, which has been adopted by the Psychology Board of Australia. This document can be found on the APS website

<http://www.psychology.org.au/about/ethics/>

The Australian Psychology Accreditation Council (representing the APS and State Registration Boards) describes the standards for accrediting clinical psychology programs at <http://www.apac.psychology.org.au>

GENERAL REQUIREMENTS

Individual placement programs must be worked out in consultation with the Placement Co-ordinator. In the Masters of Clinical Psychology four placements are required of 1000 hours in total, the first of which is usually in The Rod Power Psychology Clinic, unless permission has been given for an initial placement to be undertaken in the workplace.

Usually each placement is 250 hours. However, with permission from the Placement Coordinator, a variation to this can be arranged under some circumstances. For the Doctor of Psychology (Clinical) a further 500 hour placement at an advanced level is required.

Table 1 shows the approximate duration and breakdown of placement activities, assuming a 7 hour day.

		Placement Length			
		100 hour	250 hour	400 hour	500 hour
Days per week on placement	5 days/ week	3 weeks	7 weeks	11 weeks	14 weeks
	4 days/ week	3.5 weeks	9 weeks	14 weeks	18 weeks
	3 days/ week	5 weeks	12 weeks	19 weeks	24 weeks
	2 days/ week	7 weeks	18 weeks	28.5 weeks	36 weeks
	1 day/ week	14 weeks	36 weeks	57 weeks	72 weeks
Client Contact hours (a)	40	100	160	200	
Clinical Supervision hours (b)	18	45	72	90	
Other Activities	42	105	168	210	

Table 1. Approximate duration of placements of differing length, and frequency and breakdown of placement activities.

Notes: The estimates assume a seven hour working day

(a) Clinical College Accreditation Standards mandates 400 hours of client contact out of the total 1000 hours for Masters and 600 out of 1500 for DPsych.

(b) Clinical College Accreditation Standards mandates 1 hour clinical supervision per day of placement and a minimum of 180 hours for the 1000 hours of Masters placements. The minimum for the 500 hour DPsych placement is 50 hours of supervision.

NB. Extra client contact hours undertaken on one placement cannot usually be credited towards another placement, unless with the prior permission of the Placement Coordinator. Supervision hours, however, are more flexible, as it is understood that 45 hours is not possible in some placements. The total for all placements must come to 180 hours of supervision, but it is common for Students to receive more than 45 hours in the Clinic.

Very few placements are for a block period of seven weeks. Some allow an initial block, others do not, while most require a regular attendance of one or two days per week throughout the placement. Some Supervisors agree to a placement of only one day per week. This information is available in the placement information folders at the Clinic.

CORE EXPERIENCES

The experiences listed below are to be covered within the four placements. However, considerable flexibility is possible, and individual needs can be accommodated in a placement program within these guidelines.

- Experience in a range of general clinical work with adults (particularly with anxiety, depression, trauma, personality disorders and medical problems, such as chronic pain).
- Experience in a range of general clinical work with children, or adolescents (preferably both) and their families.
- Hospital experience.
- Community Health Centre experience.
- Assessment / diagnostic experience (with adults or children, preferably both) of cognitive and emotional functioning, using standardised measures and DSM IV classification.
- Experience using at least two different therapeutic approaches. Most common models are CBT, Narrative and a variety of psychodynamic and family/systems models. It might also be possible to find placements utilising other approaches.

Some degree of specialisation is possible. For example, a student who intends to work with children could choose an adult placement that included both psychiatric and general clinical presentations and then do three child placements including one specialist placement (eg: learning difficulties assessment centre).

If you plan to work overseas, your attention is drawn to the fact that requirements differ in other countries and it would be wise to check those where you plan to work and discuss them with the Placement Co-ordinator.

DESIRABLE EXPERIENCES

- At least two different formats: Individual - Couple - Group – Family
- Knowledge of the prescribing of the major psychotropic medications (for anxiety, depression, schizophrenia) and other medical treatments (eg: ECT).
- Experience in working with diverse cultural and socio-economic groups and others with a language other than English (CALD), and experience working with an interpreter.
- More specialised experience in at least one area (eg: sexual abuse, drug and alcohol problems, prevention programs for at-risk clients, learning difficulties, psycho-geriatrics, behavioural medicine, anxiety, PTSD, depression, etc).
- Experience with people experiencing psychosis.

PLACEMENTS IN THE WORKPLACE

Relevant paid employment is permissible in a maximum of two placements, providing it is concurrent with enrolment in the placement and there is an approved Clinical Psychologist available to provide supervision. The student needs to demonstrate that they are gaining knowledge and experience which is new and relevant to the training program.

Preferably, the Supervisor should be employed in the agency. Private arrangements (paid by the student) can be made for an outside Supervisor. If an external Supervisor is being considered, consult with the Placement Co-ordinator and note the supervision requirements.

Please see also the guidelines on placements in private practice.

MANDATORY NOTIFICATION PROCEDURE FOR PSYCHOLOGY POST-GRADUATE PROGRAMS

Purpose

Education providers are required to make mandatory notification under the National Law (NSW Health Practitioner Regulation Act 2009 No 86) Part 8 Division 2 Section 143") of Impaired Students to the Australian Health Practitioner Regulation Authority (AHPRA). This procedure is designed to meet those requirements outlined in the Psychology Board of Australia's (PBA) Guidelines for Mandatory Notification. In this context, "students" are defined as those enrolled in a program of study or where clinical training is arranged by the education provider.

"Impairment" is behaviour that puts the public at substantial risk of harm. "Public" is defined as persons accessing the student's services. Education providers who make notification in "good faith" are protected from civil, criminal or defamation actions. Legally mandated notification requirements override privacy laws. The report should be based on observed behaviour but does not need to be conclusive. These behaviours include, 1) practicing while intoxicated/drugged (capacity to exercise reasonable care and skill is compromised); 2) the student is otherwise impaired (affects ability to assess and treat). Protective factors such as adequate supervision need to be considered. Notification is incident by incident. Notification is not required if it is reasonably believed (direct knowledge) that a notification has already been made. Students (peers) are not mandated to notify impaired

performance in a practitioner. Notification does not reduce responsibility to manage the student's performance. However, management does not mean that a student shouldn't be reported, even if they choose to leave the program. Notification needs to occur before the student's enrolment in a program ends.

Procedure

This procedure requires actions by the following: Course Directors of Psychology Professional Post-graduate coursework degree Programs; Registered Psychologists involved in teaching, supervising, administering and arranging clinical training.

1. Students will be informed in all manuals that the University is required to make Mandatory Notification of Impairment and therefore that their emotional and mental status may be questioned if the department has grounds to believe that they might be impaired as defined by the PBA Guidelines for Mandatory Notification.
2. Students appearing to be experiencing mental distress/ dysfunction or drug affected, will be interviewed by Course staff and appropriate risk management strategies will be adopted.
3. A student, who is observed to be impaired to a level that would put the public at risk, will meet with the staff member who observed the action for clarification of current status and planned action. The student will be informed that the issue will be escalated to the Unit Chair and Course Director at this time, even if this does not result in subsequent notification. The behaviour and the meeting with the student will be documented and kept on their academic file.
4. The staff member will then meet with the relevant Unit Chair and Course Director to assess level of risk to the public, proposed management plan within the program, and then decide whether the evidence of impairment warrants notification. This meeting will be documented and the outcome provided in writing to the student and kept on their academic file. If deemed not notifiable, appropriate risk management strategies will be put in place.
5. If reportable, the Course Director or their nominee will make a notification to the NSW Health Care Complaints Commission (instead of to AHPRA in NSW). Notification can be made by any method set out in the Guidelines for Mandatory Notification. Documentation will include full details of the incident in question, including the date/time/location the impairment was observed.
6. Whilst awaiting the PBA decision on action, the student will cease all placements as well as other activities as assessed necessary on a case-by-case basis.

SUPERVISION

Supervision of clinical practice while in training is essential to the development of a clinician or therapist.

AIMS OF SUPERVISION

- To assist Students in the application of knowledge and skills gained from studies in psychology to professional clinical practice (ie: science-informed practice).
- To protect clients and Students during the learning process.
- To promote ethical and professional standards of conduct and service.
- To support the professional development of Students in ways that will increase their effectiveness and self-efficacy as future Clinical Psychologists.
- Activities include observation, evaluation, feedback, modelling and instruction, all within a collaborative relationship.

APPOINTMENT OF FIELD SUPERVISORS

Field Supervisors must be Clinical Psychologists of at least two years experience following graduation. Supervisors must also be fully registered with the Psychology Board of Australia. It is recommended that Supervisors undertake some training and/or continuing professional development in supervision.

Application to become a field Supervisor is made by sending a curriculum vitae to the Placement Co-ordinator. A form giving information about the placement will then need to be completed before the application can be considered by the Placement Co-ordinators. Should the placement appear suitable for our Students, a site visit may be arranged to clarify requirements and supervision procedures. Further, a Manager of the agency will also need to sign the Supervision Agreement, to ensure clarity of the Student's roles and responsibilities within the organisation. Should both parties wish to proceed at this point, the Supervisor is appointed by the University as an Honorary Associate of the Department of Psychology. The Supervisor will only be protected under the University's Liability and Malpractice Protections once they are appointed as an Honorary Associate.

The PA to Department Manager will provide the necessary paperwork and undertake the appointment. Students can then elect to undertake placements with the field Supervisor. It is worth noting that such appointments can take time to process, and therefore the earliest possible notification is required. Students will NOT be able to start a placement until the Supervisor has been appointed.

The appointment of Honorary Associates is initially for a period of three years, and appointments are only confirmed if Students continue to undertake placements with the particular field Supervisor. If no Student elects to undertake a particular placement for a three year period, the appointment is not renewed and a new application is then necessary.

As some measure of our gratitude, all Honorary Associates are offered Library access, attendance at supervision training workshops, and access to other meetings and workshops within the Department of Psychology. These workshops are offered at no charge to field Supervisors and may offer Professional Development (PD) points. Monetary remuneration is not available.

It is also worth noting that the Federal Medical Indemnity Act 2003 and associated regulations has made it essential that all Supervisors have their own Professional Indemnity Insurance coverage either through their workplace or through their own private means, for example AON Risk Services through the APS offers coverage at reasonable rates.

SUPERVISION REQUIREMENTS

The Australian Psychological Society requires an average of one hour of direct supervision for every day of work across placements. The form of this contact will vary from direct supervision of the Student carrying out duties to case and theoretical discussion. Assuming a day is made up of 7 hours of work, there must be at least 45 hours of supervision documented for a 250 hour placement. (Table 1 gives the number of hours of supervision required in placements of other durations.) Various types of supervision can be included, such as case conference, viewing, audio-taping, co-therapy with feedback, as well as individual and group supervision. Even where group supervision is conducted, at least 50% of the supervision must be individual.

The Supervisor must have the opportunity to directly observe some of the Student's work. It is possible to work with a primary and secondary Supervisor, providing the primary Supervisor is prepared to meet with the Student and secondary Supervisor regularly and has an opportunity to directly observe some of the Student's work.

PLACEMENT PREPARATION

PRE - REQUISITES

a. Full or provisional registration with the Psychology Board of Australia is required to undertake placements. Information is available from the Board (Ph. 1300 419 495) or on their web- site:
<http://www.psychologyboard.gov.au>

Please allow a month for your application to be processed. It is NOT possible to commence a placement when unregistered. Once registered, a copy of your registration certificate must be given to Postgraduate Officer, Coursework, to be filed.

b. Except under special circumstances, Students must complete the following units before starting placements:

- PSY904 Counselling and Cultural Perspectives
- PSY961 Advanced Psychopathology
- PSY962 Psychological Assessment 1
- PSY965 Cognitive Behaviour Therapy 1
- PSY930 Professional Practice

c. To ensure full insurance cover, a Student **MUST ENROL IN A PLACEMENT BEFORE STARTING IT**. Enrolment can be for one or two semesters (although full year enrolment is recommended). As for other units, placements can be carried with an incomplete grade for only one semester after the end of the enrolment period. That is, a full year enrolment or second semester enrolment **MUST** be completed, with the placement folder marked, before the beginning of the exam period of first semester the following year (approximately 18 months).

d. The proposed Supervisor must be appointed (or have been previously appointed)

e. Results from Vaccination and Police and Working With Children Check (see below) must be complete, and lodged with the Postgraduate Coursework Officer

PERSONAL AND PROFESSIONAL INSURANCE

All Students who are participating in work experience programs organised by the University are covered by:

1. Personal accident insurance (based on the benefits of worker's compensation insurance),
2. Public liability insurance (for injury to a third party or damage to property whilst acting within the instructions of the University), and
3. A malpractice clause in the University's professional indemnity policy for therapeutic work associated with the contracted placement.

Students involved in home/agency visits when on placement are responsible for their own transportation and for insurance of their vehicle, unless special insurance arrangements have been made with the University. See Appendix A for sample Insurance certificates. This Certificate of Currency is renewed annually by the University.

POLICE RECORD CHECKS

All Clinical Students are required to complete a request for Criminal Record Check on enrolment. The University will be informed if the outcome is negative and you will not be permitted to complete the placement. If the outcome is positive, you will be issued with a card, which you will need to present at the start of each placement.

WORKING WITH CHILDREN CHECK

All students on placement must complete a **Prohibited Employment Declaration. (Attachment 4)**. This can be downloaded from http://www.kids.nsw.gov.au/files/4_proh_emp_declaration.pdf.

Please submit this signed form to the Postgraduate Officer Coursework at time of enrolment in the Masters/DPsych program to cover any placements and/or research at Macquarie University. Please retain a copy for your records.

The **Working With Children Check** makes workplaces safer for children by helping to prevent unsuitable people from working with children. The declaration is mandatory to both placements and research involving children.

Tertiary students on placement with child-focused organisations contribute to the way children and young people learn. The time students spend on placement as part of their courses introduces children to new ideas and is a great opportunity for students to gain experience working with children.

Unfortunately, history has shown us that some adults put themselves in situations where they can use their positions of trust and power to harm children. When an organisation has the best interests of children and young people in mind, it means children will feel safe, protected and welcome in the workplace.

The **NSW Commission for Children and Young People** is assisting organisations to help make their workplaces friendlier and safer for children.

The **Prohibited Employment Declaration** is the mechanism for ensuring that Prohibited Persons (convicted sex offenders and Registrable Persons) do not engage in child related employment. It is an offence for prohibited persons to apply for, undertake or remain in child-related employment. Employers should clearly state in all information for child-related positions that Prohibited Persons are not eligible to apply.

PRIVACY AND PERSONAL INFORMATION ACT, 1998

Field Placements conducted as part of a University Postgraduate degree must adhere to the Privacy and Personal Information Act, 1998. As such, information pertaining to the Studnet such as academic history, criminal records check etc are not routinely provided to Supervisors in the field. Should a placement request specific personal information, this will be provided directly by the Studnet after discussion with the placement coordinator. If a Student chooses not to provide the requested information (for example, an immunisation record) it is possible that the placement would not proceed. The only information the University will routinely disclose is the contact detail of the Student, confirmation that the Student is registered (conditionally or fully) within NSW, and is enrolled in the subject, thereby being covered by the insurances listed previously. Any further information requested of the University, such as information concerning previous placements, will only be released when clear purpose for the information is apparent. This is to allow for alignment of goals between the University, Supervisor and student, for example, if a student has previously failed a placement, or has specific goals that must be addressed as part of their learning program.

Furthermore, information collected concerning the Supervisor, such as work contact details and feedback from previously supervised Students will be disclosed to Students to aid setting up of the placement. Finally, samples of Student work submitted to enable the placement to be assessed will only be accepted when: the Supervisor has submitted a written statement (see Appendix N) that the client has signed consent for the material to be presented to the University (kept on file at the placement), and the information is presented in a de-identified format. All samples will be destroyed once marked by the Placement Co-ordinator.

PROFESSIONAL GUIDELINES

Professional Codes

The Supervisor must promote awareness of and adherence to the *Code of Ethics* and *Ethical Guidelines* of the APS. The Student must be familiar with these Codes before starting a placement and must carefully adhere to them. The Australian Psychological Society Code of Ethics is available at their website <http://www.psychology.org.au> where it is regularly updated.

Standard of Care

The Student is responsible for attempting to achieve high professional standards and they are fully accountable to their Supervisor for their professional activities under supervision. The ultimate responsibility for a high standard of client care rests with the Supervisor who is accountable to their agency for the Student's professional activities under supervision. Thus all directions of the Supervisor need to be followed, except where they constitute a breach of ethics. In such a situation, the Student will contact the Placement Co-ordinator for advice.

IMMUNISATION AND INFECTION CONTROL

Students are required to be immunised against a number of infectious disease before working in any NSW Health facility. For current NSW Health policy on immunisation see www.health.nsw.gov.au/ohs_vaccination/pol_req.html.

Adult Vaccination Record Cards can be obtained from the Postgraduate Administrative Assistant. It is essential that all students ensure that their immunisations are up to date as soon as possible as it can take six months to complete the immunisation course for Hep B.

PLACEMENT SELECTION

Please note: There are a limited number of Clinical Psychologists in a position to offer placements to Students and these are in high demand from all four Sydney-based universities and also Wollongong and Newcastle Universities. Other Universities assign Students to Supervisors towards the end of each year, for the following year. Positions are **extremely** competitive.

Placements need to be arranged each year in about September for the following year in order to have a good chance of obtaining a suitable placement.

While Students may indicate their placement preferences, the responsibility for their approval and organisation rests with the Placement Co-ordinator. Students **MUST NOT** approach potential Supervisors without first discussing options with the Placement Co-ordinator. The detailed procedures for arranging placements are given below.

ARRANGING THE PLACEMENT

- 1. Initial planning:** Meet with your Primary Supervisor (usually the person who supervised you in your Rod Power Psychology Clinic placement) to discuss ideas for field placements. The focus of this meeting should be on learning needs, career interest, requirements, and lastly preferred placement options. Select preferences from the files in the Psychology Clinic (Administration Office), or on the Students' shared drive, and make inquiries of other Students and contacts about the various options. Informal inquiries may be made to potential Supervisors only if they are known personally to you. Please do not make formal arrangements or approach Supervisors who are not known personally. Complete the Placement Update and Request Form (Appendix C) before meeting with the Placement Co-ordinator.
- 2. Consult with the Placement Co-ordinator.** Make an appointment with the Placement Co-ordinator and bring your list of goals and potential Supervisors/placements to the meeting. Your Placement Co-ordinator will ensure the placement will meet your needs, and will phone to check the availability of the Supervisor and request the placement. To allow for negotiation time, this consultation should occur the year prior to the commencement of the placement, around September or early October. If you would like a Supervisor who is not already appointed, you will need to have this person forward their Curriculum Vitae to the Placement Coordinator for review and, where appropriate, subsequent appointment by the HA Administrator. This takes considerable time (see Appointment of Field Supervisors) and needs to be arranged *well in advance*.
- 3. Supervisor's decision-making:** The Supervisor is likely to arrange an interview before you each make an informed decision about whether or not to commit yourselves to the placement. When attending the interview with a potential Supervisor you need to consider this as a job interview. Take a copy of your resume and dress professionally, also ensure you are on time. In their role as placement Supervisors, experienced Clinical Psychologists select and approve the clinical work of new members of the profession. Your graduation and accreditation is dependent upon their support. During this interview you can seek the Supervisor's advice on any necessary preparatory reading or remedial work.
- 4. Supervision Agreement:** You need to arrange a session with your Supervisor to set goals and requirements for the placement **prior** to commencing the placement. This may be done at the initial interview session if you both decide to go ahead. It is your responsibility to ensure that your personal goals are included in the Supervision Agreement as well as any goals identified in your meetings with your Primary Supervisor as requiring work. Ethical and professional conduct will always be included as one of the goals. You should have a copy of, and carefully follow, the Code of Professional Conduct of the APS. Unless the agreement specifies otherwise, this handbook will also form a part of the Supervision Agreement. If the Supervision Agreement specifies agency policies which must be followed, ensure that you have a copy of the relevant policies, and that they are listed on the Supervision Agreement. The Supervision Agreement (Appendix D) should be photocopied or downloaded from the web (http://www.psy.mq.edu.au/courses/c_time.htm) and completed for all placements before commencement of the placement. This document will clearly outline the goals of the Student and expectations of the Supervisor. The Student's success on the placement will be partly measured against this agreement. A photocopy of the Supervision Agreement **MUST** be submitted to the Placement Co-ordinator before starting the placement. Certificates of Currency will then be sent to the Agency.
- 5. Confirm arrangements:** When you and the field Supervisor agree on the placement, you need to inform the Placement Co-ordinator of the arrangements - i.e. number of days/week, date of commencement, mid-placement review and completion dates to enable a letter of confirmation to be sent to the Supervisor from the University. If the placement is not agreed to, return to step 1 or 2.

PREPARING FOR THE PLACEMENT

1. **General preparation:** Obtain copies of the Code of Ethics Australian Psychological Society. Ensure you have a good knowledge of these guidelines.
2. **Specific preparation:** Each Supervisor has provided a list of psychological tests or therapy techniques which you **MUST** be competent to administer **BEFORE** you start the placement. Please ensure that you are adequately skilled on each of these items. Other requirements are also stipulated and **MUST** be met prior to commencement of the placement. If you require any clarification of these requirements, please contact the Placement Co-ordinator. Do some preparatory reading relevant to the types of clients and problem areas that you are likely to encounter in the placement. Think carefully about your learning goals for each placement.

PLACEMENTS IN PRIVATE PRACTICE

Private practice provides a unique placement opportunity to gain a variety of skills and experiences: networking with a broad range of professionals, learning in how to develop a referral base, report and letter writing skills, a different model of service provision (to the public sector), as well as the opportunity to develop therapeutic skills. Thus the placement goals should reflect the opportunities for learning unique to this particular setting. A placement in private practice should be more than just an opportunity to earn an income and see similar clients to those in other placements.

A placement in private practice has the same parameters as all other placements, in that there need to be opportunities for new learning, and the placement should usually be 250 hours including 100 hours client contact and 45 hours of supervision.

If a student selects a private practice placement it could occur in one of the following ways:

1. A student may wish to work in their own practice and pay for external supervision.
2. A student may work in a private practice unpaid, but clients may pay the practice for the service provided by the Student. This should cover the cost of supervision and rooms allocated to the student.
3. A student may work in an existing private practice (on agreement with the director of the practice) and generate their own income seeing clients and pay for both the room and supervision.
4. The student may work as a sub contractor in an existing practice, and supervision and the room be provided at no extra cost to the student.

The payment agreement needs to be negotiated with the supervising psychologist and must be disclosed on the Supervision Agreement. The arrangement must be transparent to reduce conflict of interest, such as Supervisors seeking excessive fees from students, or students having unrealistic expectations about income generation.

While it is acknowledged that in private practice opportunities for sitting in, or videotaping sessions may not be available, it is **essential** that some sessions be directly observed (eg: audiotaped) and reviewed by the supervising psychologist. This will ensure that the student is receiving some direct feedback on their skills development and it ensures a good quality service to the client.

In addition, the Supervision Agreement needs to detail how the Student will be described to clients – MQU recommends the term 'Psychologist completing advanced (or specialist) training' where the student is a registered psychologist. A student with provisional registration will be called a 'Provisional Psychologist'.

Students may find it harder to acquire client contact hours on placement and therefore need to be aware that there may be a greater emphasis on observation if they choose a private practice placement. In addition, it is important for students to be aware that some private practices will require students to provide administrative duties while on placement.

Furthermore, for private practice placements the method for allocation of clients needs to be clear, i.e. are Students expected to network and produce their own referrals, will the practice allocate clients, or a combination of both? This should also be disclosed on the Supervision Agreement.

In summary, a Supervision Agreement for a private practice placement requires all the usual entries, plus:

- A clear description of all payment arrangements.
- A statement about how the student will be described to clients.
- A description of how clients will be allocated to the student.
- The unique goals that are being set for this placement.
- A consideration of the available supervision methods in the placement.

Any difficulties in arranging or conducting private practice placements should be discussed with the Placement Co-ordinator.

D.PSYCH PLACEMENTS

Overall aim of the placement

The aim of the D. Psych placement is to carry out an intensive learning experience in a specialized environment. The placement should allow the opportunity to develop specialized skills in an area that a student would like to work in post-graduating. At 500 hours, the placement is twice as long as other clinical field placements, and allows the student the opportunity to carry out more advanced professional work and operate more independently than in prior placements. The D.Psych placement should therefore be a well-planned one that ensures that the student is able to achieve goals beyond those of previous placements. The D.Psych placement must be carried out in **one organization**. Furthermore, the placement should allow for the development of a broad range of skills.

Areas appropriate for development on this placement

- Program development and evaluation
- Policy development
- Service management/Team management
- Assisting in the supervision of other Students/health professionals
- Therapy with more complex and/or longer cases
- Specialization in an area of clinical practice

Supervision

Supervision of D.Psych placements should be carried out by more experienced Clinical Psychologists, and we recommend the primary Supervisor be a Senior Clinical Psychologist or equivalent (i.e.: with a minimum of 5 years experience post-qualification). It is acceptable to split the supervision between several Supervisors with one more experienced Supervisor co-ordinating the placement. However, the placement itself should be within **one organization**. The supervision at this more advanced level should emphasize a higher level of autonomy and responsibility, and a higher level integration of theory and practice.

Acceptable placements

Placements can be undertaken in both the public and private sector. Students who have selected public sector placements tend to have more opportunity to develop managerial skills (policy and supervision). A private practice placement would be considered, as long as it can be demonstrated that it would provide more than simply a longer experience. Private practice placements have been accepted when the student is able to develop programs and be involved in policy development in addition to seeing clients. It is usual for the placement to be paid as long as all arrangements are transparent and detailed on the Supervision Agreement.

Students who are upgrading from a Master of Psychology to the Doctorate of Psychology have generally completed the D.Psych placement in their place of work. In this case, learning objectives are developed that both stretch the student and allow them to develop new advanced skills.

Duration of the placement

The D.Psych placement is of 500 hours' duration, and ideally should include 200 hours client contact and a minimum of 50 hours of supervision. Attendance at workshops during the placement is encouraged, and can be counted as hours on placement NOT supervision hours.

Log books for the D.Psych placement

Students are encouraged to reflect regularly on what they are learning and achieving in this placement. Thus, as in other placements you are required to keep a reflective log book detailing your activities and supervision.

Evaluation of progress in the placement

The Supervision Agreement for a D.Psych placement should clearly establish the advanced goals of the placement, and the methods by which these goals will be achieved and evaluated. A review of these specific goals should be included, and documented, in the mid and final placement reviews.

HOW TO ORGANISE A D.PSYCH PLACEMENT

1. REFLECTION: Consider what you would like to do post-qualifying from the D.Psych (i.e. areas of specialization, management skills you would like to develop).
2. MEETING: Arrange a meeting with the placement co-ordinator to discuss your career goals and how your extended placement could help you achieve these goals.
3. WRITE A PLAN: The plan should outline the goals and how the goals will be achieved.
4. SUPERVISORS CONSULTED: the placement co-ordinator will contact Supervisors who might be able to take the student on placement.
5. STUDENT MEETS WITH SUPERVISOR: the student meets with the Supervisor and discusses whether a placement can be arranged that meets the student's learning goals.
6. SUPERVISION AGREEMENT: the student and Supervisor write a Supervision Agreement that is submitted to the placement co-ordinator for approval.
7. LETTER TO SUPERVISOR: the placement co-ordinator writes to the Supervisor to confirm the placement.

DURING THE PLACEMENT

Students are expected to adhere to all professional and ethical guidelines and codes while on field placements. They are also expected to consult their Supervisor for information on local policies and procedures that should be observed.

LOG BOOKS

If you have been using the electronic form of logging hours from the Rod Power Psychology Clinic, then you should continue to use this spreadsheet across all field placements. Your Supervisor should complete the Electronic Logbook Declaration form (Appendix G) to document the hours you have accumulated at the completion of the placement.

If you have not used the electronic logbook, then please keep two forms of records: Log Book Daily Activity Sheets (Appendix E) and Supervision Session Summary Sheets (Appendix F). A blank form for each of these purposes is provided. Make multiple copies and keep them in a loose leaf folder together with a copy of your Supervision Agreement. At the end of the placement submit your folder (or spreadsheet document) to the Placement Co-ordinator with all submission requirements. It will be marked but it will **NOT** be returned to you, so make sure you keep copies of any important documents. It is important to note that whilst report writing and specific case or group preparation undertaken at home, or on your own time, can be logged towards hours on placement, reading and other general preparation undertaken in your own time are not to be counted as logged hours on placement as all clinicians read, learn and prepare in their own time.

MID-PLACEMENT PROGRESS REVIEW

About half way through the placement your Supervisor will organise a mid-placement review session. If this does not occur, please request it from them. You are encouraged to be as open and responsive to their feedback as possible. Your Supervisor will send a copy of your mid-placement report to your Placement Co-ordinator. If you have any concerns about the placement or feedback, please discuss them first with your Supervisor, and then, if problems have not been resolved, consult your Primary Supervisor. If the Supervisor foresees that you might have problems in completing the placement to their satisfaction, then they will contact the Placement Co-ordinator. An interview between you, the Supervisor and the Placement Co-ordinator will then be arranged to facilitate your progress.

OCCUPATIONAL HEALTH AND SAFETY

In the event of any accident or incident the Student should inform the Field Supervisor, and the Placement Co-ordinator, as soon as possible. The Student must complete the online Incident/Accident report form, <http://www.ohs.mq.edu.au/form5a.php>. The Student and Supervisor together must also complete the Investigation report form, <https://webapps.mq.edu.au/ohs/Form5c.php>. The Supervisor can then ensure that all other relevant paperwork is completed, such as local incident reports, Workcover documentation, etc. The Student should also contact the Placement Co-ordinator as soon as possible if there is a possible liability claim. If the Student requires medical attention, this should be sought immediately. If leave is then required from the placement, the Student must inform the Placement Co-ordinator.

TRANSPORT

Students are expected to make their own way to and from the placement. As outlined on page 6, Students are responsible for the insurance of their own vehicle. A Student's private vehicle must not be used to transport clients. Some placements may allow Students to drive work vehicles, and this should be clarified during the orientation stage.

SUBMISSION REQUIREMENTS

For **each** placement, you are required to submit a folder, securely bound, containing the following:

- CLINICAL PLACEMENT SUMMARY SHEET (Appendix H) This is also available on line at: http://www.psy.mq.edu.au/courses/c_time.htm
- An ASSESSMENT/INITIAL SESSION/CASE REPORT of a client you have worked with as therapist, or observer of your Supervisor as therapist. The nature and style of the report should be compatible with the orientation of the Supervisor and the requirements of the agency. The report should have previously been submitted to the placement Supervisor and assessed as satisfactory by them before you submit a deidentified copy in your placement folder.
- An example of a CASE FORMULATION of a client you have worked with, or observed. Again, this should be in a style appropriate to the agency. It may be included in the Assessment/Case Report. There should be evidence of your clinical thinking as to the nature and maintenance of the client's problems, and may also include a treatment plan.

NOTE: If the placement agency does not require either an Assessment/Case Report, or a Case Formulation, you are expected to write your own, in a style similar to that used in the Clinic, and have the Supervisor sign it before submission. That is, ALL placements require written evidence of your ability to assess and formulate the type of cases you have worked with.

- CASE/FILE NOTES on a sample of contacts with a client that you have worked with as a therapist or observer. This would ideally be the client concerned in the submitted report. If this is not possible, consult with your Placement Co-ordinator so that other arrangements can be made.

PLEASE maintain client confidentiality by erasing ALL identifying data from reports and client notes. If placement folders are found to contain any identifying information they will be returned to you to remove that information and resubmit. You will be responsible for any delays this may cause. You should be aware that the maintenance of confidentiality is required by relevant codes of professional conduct.

All the forms below are available online via http://www.psy.mq.edu.au/courses/c_time.htm

- LOG BOOKS: Supervision Session Summary Sheet (Appendix F) and Daily Activity Sheets (Appendix E)
- STUDENTS PLACEMENT EVALUATION - (Appendix I)
- Copy of your SUPERVISION AGREEMENT (Appendix D)
- MID and FINAL PLACEMENT SUPERVISOR'S EVALUATION FORMS (Sent by your Supervisor) (Appendix J, K, L & M)

These folders remain in the office of the Placement Co-ordinator. Make sure you keep copies of any important documents yourself. On submission of your final placement folder, you must organise a meeting with the Placement Co-ordinator who marks these folders. This is to ensure all requirements have been met, and for you to collect the feedback on each of your folders. Once this meeting has occurred, your final placement mark will be submitted.

The University will retain copies of your Supervision Agreements, along with a record of the hours you have completed and the grades you have achieved for each placement.

EVALUATION

To complete a placement you are required to:

- Act with the highest professional standards at all times
- Attend reliably for the number of hours negotiated
- Prepare and submit a Supervision Agreement early in the placement
- Receive *at least* the minimum number hours of client contact and supervision (See Table 1)
- Keep log books for daily activities and supervision
- Submit the log books and a placement report
- Meet the appropriate goals to a satisfactory standard
- Submit the written requirements

PLACEMENT REPORTS

At mid-placement and the end of the placement your Supervisor will provide written reports to the University. You will provide a written report at the end of the placement. Your placement report should include the Student's Placement Evaluation (Appendix I), which will be available to other clinical Students and staff. If you wish, you can also provide a confidential report to your Placement Co-ordinator.

PROGRESS IN THE PLACEMENT

Your Supervisor may contact your Placement Co-ordinator at any time during the placement if he/she has concerns that you are not able to meet the required goals and standards of the placement. An interview will then be arranged with you, your Supervisor and the Placement Co-ordinator. If it is agreed that you have not met the requirements, then additional work may be assigned to help you meet the required standard. This might be in the form of written work (eg: writing some clinical reports), a demonstration of skill proficiency, or further placement time with the same, or a different, Supervisor. It may also require a return to the Rod Power Psychology Clinic for specific remedial work. Students can contact the Placement Co-ordinator if they have any concerns.

It is not expected that Students will be fully proficient in all areas of their clinical work during early placements. Areas that require further development and have been identified by the Supervisor will need to be detailed, so that the standard required of a Clinical Psychologist can be attained by the completion of overall training.

GRADING

All placements are graded as Satisfactory or Unsatisfactory by the Placement Co-ordinator. Supervisors do not grade Students, this is the responsibility of the University. The decision is based on information supplied by the Supervisor, the written work submitted and the standard reached where problem areas have been identified.

At the completion of a placement, the decision can be:

SATISFACTORY

The placement has been completed to a satisfactory standard, all documentation has been submitted and is satisfactory, and there are no further requirements to be met.

INCOMPLETE PENDING FURTHER WORK

An incomplete pending further work signifies that a satisfactory grade will not be given until remediation in a specific area occurs. Where a particular aspect of work has been identified as not meeting the required standard, a Student will be required to demonstrate that they have reached the required standard in the next placement, for example report writing performance, before both placements are then deemed satisfactory. This approach is used where a Student has only one area that requires further work, but is otherwise deemed competent by their Supervisor. Should this area not be remediated within the two placements, both placements will be considered failed and the Student will be terminated from their degree. The demonstration of competency will be required to be given to the current field Supervisor who will then confirm this for the Placement Co-ordinator.

UNSATISFACTORY

An Unsatisfactory grade will generally result in the Student repeating the placement with a different Supervisor. Prior to this, it is usual for the Student to return to the Rod Power Psychology Clinic to complete remedial work, and satisfy the Clinic Supervisor that it is appropriate to return to field placements. Where there has been a serious ethical or criminal breach, the Student will not be permitted to repeat a placement, and will be considered to have failed to meet the requirements of the course.

Supervisors' reports from previous placements will generally not be provided to later Supervisors (with the exceptions of repeat placements after a Fail). However, on rare occasions, the Placement Co-ordinator may deem it helpful in aligning the expectations of the student, Supervisor, and University for some of this information to be made available to later Supervisors. The Placement Co-ordinator will ensure that any required remedial work is carried out before the Student starts a later placement, and that the Student incorporates identified problem areas into the Supervision Agreement they negotiate with their new Supervisor.

Should a Student have two fails recorded on their transcript, they are considered to have failed to meet the requirements of the course and will be unable to continue in the program (see Handbook of Postgraduate Studies).

COMPLAINTS PROCEDURES

Should a Student or Supervisor have concerns about the appropriateness or successful completion of a placement, they should follow the guidelines suggested above in "Progress in the Placement".

Should an Student be dissatisfied with the grade awarded, they should at first raise their concerns with the Placement Co-ordinator, providing supporting documentation for their claim to a higher grade. If this appeal is not resolved to the Student's satisfaction, a meeting with the Director of Postgraduate Clinical Psychology Training, Placement Unit Chair, and Placement Co-ordinator will be organized to review the placement and submission requirements. In the event that the Student is still dissatisfied with the outcome, the Student can appeal to the Head of the Division of Linguistics and Psychology and then the Coursework Studies Committee of the University Senate, as per the *Handbook of Postgraduate Studies*.

PLACEMENT CHECKLIST

PLANNING

- Enrol in the relevant placement
- Apply for registration, or provisional registration with the Psychology Board of Australia
- Ensure Police Check, and Working With Children Check, are complete
- Ensure vaccinations are complete
- Prepare your curriculum vitae
- Meet with your Primary Supervisor to discuss placement goals and needs
- Make a list of your placement/Supervisor preferences
- Consult the Placement Co-ordinator
- Arrange for the Placement Co-ordinator to contact the Supervisor
- Arrange pre-supervision session with the potential Supervisor
- Confirm the placement arrangements with the placement administrator
- Confirm the dates with Supervisor (close to starting time)

PREPARATION

- Read the Clinical Field Placement Manual (this handbook)
- Obtain and study the professional Code of Ethics
- Undertake skills preparation (especially required tests)
- Complete the preparatory reading
- Complete the required remedial work
- Negotiate and prepare your Supervision Agreement
- Submit the Supervision Agreement to the Placement Co-ordinator prior to commencement
- Obtain a copy of the organisation's specified policies

SUPERVISION

- Maintain Log books
- Prepare a client report, file/case notes
- Ensure that the mid-placement review occurs
- Ensure that you receive adequate supervision, and consult your Primary Supervisor if there are problems

COMPLETION

- Submit a placement folder containing your log books, placement reports etc
- Ensure Supervisor submits the Supervisor's report
- Debrief with your Supervisor
- Debrief and discuss any further requirements with your Primary Supervisor. Keep copies of important documents before submission of your placement folder. A copy of your Supervision Agreement, evidence of your placement hours, and grading are kept at the University. If you intend to apply for accreditation overseas at any time in the future, you will need to produce these documents.

RESPONSIBILITIES

STUDENT'S RESPONSIBILITIES

- Enrolling in the placement
- Registering with the Psychology Board of Australia.
- Planning the placement with Placement Co-ordinator and Supervisor and identifying any necessary preparatory work (such as pre-reading, skills practice, expertise or familiarity with psychological tests).
- Completing the required preparatory work before starting the placement.
- Identifying personal goals for the placement (especially problem areas noted by previous Supervisors) and including them in the Supervision Agreement.
- Documenting the agreed Supervision Agreement and submitting it to the Placement Co-ordinator **prior to** starting the placement.
- Notifying the Placement Co-ordinator of any modifications made to the Supervision Agreement (for example, at the time of mid-placement review)
- Seeking the Supervisor's advice on (1) the role and place of the Student in the agency, (2) the agencies' policies (such as notification and emergency management) and (3) the agencies' customs. Carefully adhering to these procedures.
- Maintaining a log book of (1) activities and (2) supervision sessions. Ensuring that the Supervisor's comments on areas that require further development are recorded in the log, either on paper or in a spreadsheet document.
- Following instructions by the Supervisor as closely as possible, especially those relating to the care of clients and written material concerning clients.
- Informing the Supervisor if (1) they feel that adequate guidance or opportunities for development are not being provided or (2) they are unable or unwilling to follow the Supervisor's instructions.
- Organising the mid placement review
- Notifying the Placement Co-ordinator of any problems within the Supervisory relationship that cannot be resolved in discussions between the Supervisor and Student.
- Attending to areas (knowledge and skills) identified by the Supervisor as in need of development.
- Informing the Supervisor urgently if they have concerns about the safety of a client.
- Ensuring confidentiality at all times.
- Gaining written consent to use client material for any purpose other than direct clinical care eg: submission of case material with your placement folder.
- Ensuring that the Supervisor approves all reports (verbal or written) made by the Student about any client to any party.
- Acknowledging the Supervisor's valuable contribution to the Student's professional development by completing work duties specified in the Supervision Agreement. Negotiating with the Supervisor whether or not this work will be credited as placement hours.
- Submitting a written report, case formulation, and case/file notes arising from the placement at a standard that is satisfactory to the Supervisor.
- Submitting a placement report at the end of the placement for inclusion in the placement information book. A copy may be sent to the Supervisor.
- Submitting a placement folder to the Placement Co-ordinator within one month of placement completion and preferably before starting a new placement.

SUPERVISOR'S RESPONSIBILITIES

- Providing relevant information to the University, including a CV to enable the Supervisor to be appointed as an Honorary Associate
- Undertaking ongoing professional development related to supervision
- Negotiating an appropriate Supervision Agreement which includes the relevant goals proposed by the Student
- Ensuring that the goals and tasks of supervision can be realistically met within the 250 placement hours, or contracting with the Student and Placement Co-ordinator that a longer placement will be undertaken.
- Crediting the Student with placement hours for any formal work (such as writing client reports) done outside of the agency. Remedial work required of the Student will not necessarily be included in the placement hours.
- Creating a positive, collaborative relationship with the Student, which enhances their professional development and self-efficacy
- Eliciting genuinely voluntary informed consent before using supervision methods that could be distressing or involve self-disclosure by the Student.
- Ensuring that, when appropriate, clients are informed of the supervisee's status as an Provisional Psychologist (for conditional registration Students) or as a Registered Psychologist who is doing advanced or specialised training in Clinical Psychology.
- Providing the Student with written policy statements for any special or emergency procedures (such as managing a threat of suicide in a session) and phone numbers of people available for an urgent consultation if a serious problem arises.
- Providing comments on the Student's progress in the log book; in particular, ensuring that areas (knowledge and skills) requiring special attention or development are documented as they become evident.
- Taking the lead in addressing any problems or conflicts that arise with the Student.
- Informing the Student, at the earliest possible time, if there are problems with the Student's work. Suggesting possible methods of remediation. Documenting relevant information in the log.
- Informing the Student and the Placement Co-ordinator, at the earliest possible time, if they foresee any reason why the Student is unlikely to meet the requirements of the placement.
- Conducting a mid-placement review with the Student and, if necessary, modifying the placement goals or negotiating to extend the placement hours.
- Ensuring appropriate confidentiality for the Student at all times and informing them of legal or contractual limits (such as with the agency or university) on confidentiality within the Supervisory relationship.
- Providing no reports to any party on the Student's performance except as specified in the Supervision Agreement or following the Student's written request or consent.
- Discussing all reports with the Student before submitting them to the Placement Co-ordinator.
- Providing the Student and the Placement Co-ordinator with a final placement report.

PRIMARY SUPERVISOR AND PLACEMENT CO-ORDINATOR'S RESPONSIBILITIES

- Assisting the Student to select a suitable program of placements.
- Considering Student choices and specific learning requirements in the assignment of Students to placements.
- Liaising with the Supervisor on the placement of the Student. Whenever possible, this includes a phone call or agency visit to monitor progress.
- Ensuring that the Student is adequately prepared when they start the placement. This includes ensuring that any necessary remedial work identified in one placement is carried out before the Student starts a new placement and that the Student is aware of the preparatory work required for the new placement.
- Ensuring that identified problem areas have been incorporated into the Supervision Agreement that the Student negotiates with their Supervisor.
- At the request of either the Student or the Supervisor, visiting the agency for a three-way discussion of any identified problems.
- Debriefing the placement with the Student. This includes being available, if the need arises, to discuss the placement with the Student as it progresses and providing a final review process (verbal or written).
- Ensuring that the Student and Supervisor are each informed of any conditions attached to the grade (Satisfactory or Unsatisfactory) given for the placement and that they receive copies of any relevant reports.
- Consulting the Placement Unit Chair and Director of Postgraduate Clinical Psychology Training for a decision on any issues regarding a placement that are not clearly defined by these Placement Guidelines.
- Organising relevant bi-annual meetings and training sessions for Supervisors.

APPENDICES

INSURANCE CERTIFICATE: General & Product Liability Protection



CONFIRMATION OF PROTECTION

MACQUARIE UNIVERSITY

Certificate of Entry No: UL MAC 10

GENERAL AND PRODUCT LIABILITY PROTECTION

This is to certify that **MACQUARIE UNIVERSITY** (the Member) is a member of Unimutual Limited (the Mutual) and has the right to claim protection on behalf of a protected person or entity for General and Product Liability risks in accordance with the Mutual's Rules, Constitution, Protection Wordings and the Member's Certificate of Entry.

Summary of Member's Protection *	
Class:	General & Product Liability
Protection Period:	From : 00.00 hours EST on 1 November 2009 To : 24.00 hours EST on 31 October 2010
Protection:	For liabilities arising from personal injury (including death) and property damage in connection with the Member's business or from products manufactured, sold or supplied by the Member. Protection is subject to certain terms, exclusions, conditions and limitations.
Situation:	Anywhere in the world other than operations domiciled and/or entities incorporated in USA/Canada.
Limit of Protection:	\$50,000,000 any one occurrence other than liability arising out of Products which is limited to \$50,000,000 in the aggregate
Special Comments:	

* This is only a general summary of the Protection. The Protection is subject to Unimutual's Rules, Constitution, Protection Wording and the Member's Certificate of Entry.

This Certificate confers no rights on the Certificate holder.

Subject to payment of Contribution.

Signed for and on behalf of Unimutual Limited

.....
Authorised Representative
Unimutual Limited

.....**04/11/09**.....
Date



CONFIRMATION OF PROTECTION

MACQUARIE UNIVERSITY

Certificate of Entry No: UL MAC 10

MALPRACTICE PROTECTION

This is to certify that Macquarie University (the Member) is a member of Unimutual Limited (the Mutual) and has the right to claim protection on behalf of a protected person or entity for Malpractice risks in accordance with the Mutual's Rules, Constitution, Protection Wordings and the Member's Certificate of Entry.

Summary of Member's Protection *	
Class:	Malpractice
Protection Period:	From: 16.00 hours EST on 11 November 2009 To : 24.00 hours EST on 31 October 2010
Protection:	For legal liability to pay damages as a result of any claim or claims made against the Member, protected person or entity during the Protection Period in consequence of Malpractice in connection with the Member's Business. Protection is subject to certain terms, exclusions, conditions and limitations
Situation:	Anywhere in the world other than operations domiciled and/or entities incorporated in USA/Canada.
Limit of Protection:	\$10,000,000 each and every Claim and \$20,000,000 in the aggregate for the protection period
Special Comments:	

* This is only a general summary of the Protection. The Protection is subject to Unimutual's Rules, Constitution, Protection Wording and the Member's Certificate of Entry.

This Certificate confers no rights on the Certificate holder.

Subject to payment of Contribution.

Signed for and on behalf of Unimutual Limited

.....
Authorised Representative
 Unimutual Limited

.....04/11/09.....
Date



CONFIRMATION OF PROTECTION

MACQUARIE UNIVERSITY

Certificate of Entry No: UL MAC 10

PROFESSIONAL LIABILITY PROTECTION

This is to certify that Macquarie University (the Member) is a member of Unimutual Limited (the Mutual) and has the right to claim protection on behalf of a protected person or entity for Professional Liability risks in accordance with the Mutual's Rules, Constitution, Protection Wording and the Member's Certificate of Entry.

Summary of Member's Protection *	
Class:	Professional Liability
Protection Period:	From: 00.00 hours EST on 1 November 2009 To : 24.00 hours EST on 31 October 2010
Protection:	For legal liability to pay damages as a result of any claim or claims made against the Member, protected person or entity arising out of any negligent act, error or omission in or about the conduct of the Member's professional business. Protection is subject to certain terms, exclusions, conditions and limitations
Situation:	Anywhere in the world other than operations domiciled and/or entities incorporated in USA/Canada.
Limit of Protection:	\$10,000,000 each and every Claim but limited to \$20,000,000 in the aggregate
Special Comments:	

* This is only a general summary of the Protection. The Protection is subject to Unimutual's Rules, Constitution, Protection Wording and the Member's Certificate of Entry.

This Certificate confers no rights on the Certificate holder.

Subject to payment of Contribution.

Signed for and on behalf of Unimutual Limited

.....
Authorised Representative
Unimutual Limited

.....04/11/09.....
Date

MACQUARIE
UNIVERSITY



Rod Power Psychology Clinic
MACQUARIE UNIVERSITY NSW 2109 AUSTRALIA
Phone +61 (0)2 9850 8000
Fax +61 (0)2 9850 9169
Email Psychology.Clinic@psy.mq.edu.au
Web www.psy.mq.edu.au/clinic.htm

PLACEMENT ORGANISATION:

NAME OF SUPERVISOR/S:

DAYS AVAILABLE (Is Saturday possible?)

TYPES OF CLIENT SEEN ON PLACEMENT:

EXPECTATIONS OF STUDENTS ON PLACEMENT:
(client load/admin duties/group work/attendance at meetings etc....)

SKILLS A STUDENT WILL DEVELOP ON THIS PLACEMENT:
(CBT, Psychological assessment skills, knowledge with a specific population etc.....)

COMMENTS:

PLACEMENT REQUEST FORM

MACQUARIE UNIVERSITY

CLINICAL PSYCHOLOGY PLACEMENTS UPDATE AND REQUESTS FOR 2010

Name _____ Student number _____

Email address _____ Mobile _____

PLACEMENTS COMPLETED

PLACEMENT TYPE	PLACE	DATE COMPLETED	HOURS ON PLACEMENT
CLINIC			
HOSPITAL (ADULT/CHILD)			
COMMUNITY (ADULT/CHILD)			
OTHER			

PLACEMENTS REQUESTED FOR 2010

PLACEMENT TYPE	PLACE	REQUESTED FOR (DATE)	HOURS ON PLACEMENT



Master of Clinical Psychology/ Doctor of Psychology (Clinical)

Supervision Agreement

CLINICAL SUPERVISOR

Name: _____ Title: Ms/Mrs/Miss/Mr/Dr

Position: _____

Organisation: _____

Mailing address: _____

Work Phone No: _____ Mobile: _____

Areas of specialization: _____

Currently appointed as an Honorary Associate at MQ: yes no MQ Staff number _____

Supervisors NSW Psychologists Registration Board number: _____

Supervisors professional indemnity insurance provided by: workplace or self

CLINICAL STUDENT

Name: _____

Work PH No: _____ Mobile: _____ Home PH No: _____

Student's NSW Psychologists Registration Board number: _____

Placement number: 1 2 3 4 Unit Number: PSY956 / 957 / 958 / 959 / 960

Areas of previous experience: _____

Date of commencement: _____ Proposed Date of mid-placement review: _____

Expected date of completion: _____ Placement days: _____

GOALS: (Separate Supervisor and Student goals can be specified) Please operationalise these goals and make them specific so you can rate the achievement of each goal at mid and end of placement reviews.

1. Ethical and professional practice as a psychologist (including reports/ case notes etc).
2. Basic counselling skills
3. Clinical assessment skills
4. Psychometric skills
5. Formulation and intervention skills (including adult, child, adolescent and group)
6. Scientist practitioner model
7. Interpersonal skills
8. The Supervisory relationship
9. Optional sub goal:

ACTIVITIES/ROLES: (What will the Supervisor and Student do in order to achieve the goals)

FORMAL SUPERVISION TIMES:

SUPERVISION METHODS:

CONTRIBUTIONS EXPECTED FROM STUDENT

(such as work duties to free Supervisor for time for supervision, literature search, and so on):

CONDITIONS (if applicable) or other comments:

UNLESS OTHERWISE STATED ON THIS SUPERVISION AGREEMENT, THE PLACEMENT GUIDELINES (CLINICAL HANDBOOK) APPLY IN THIS PLACEMENT.

Psychologist/Provisional Psychologist

Supervisor

Practice/Unit Manager

Date _____

THE SUPERVISOR AND STUDENT SHOULD EACH RECEIVE A COPY OF THIS AGREEMENT AND A COPY SHOULD BE SUBMITTED TO THE PLACEMENT CO-ORDINATOR **BEFORE** THE PLACEMENT BEGINS.

LOG BOOK - ACTIVITY SHEET

STUDENT _____

Please log all the activities and roles undertaken in the clinic (e.g. Therapy session with adult male, group therapy session, scheduled supervision etc..)

DATE: _____ STUDENT SIGNATURE: _____ SUPERVISOR SIGNATURE: _____

HOURS ON PLACEMENT _____ CLIENT CONTACT HOURS _____

Activities:

DATE: _____ STUDENT SIGNATURE: _____ SUPERVISOR SIGNATURE: _____

HOURS ON PLACEMENT _____ CLIENT CONTACT HOURS _____

Activities:

DATE: _____ STUDENT SIGNATURE: _____ SUPERVISOR SIGNATURE: _____

HOURS ON PLACEMENT _____ CLIENT CONTACT HOURS _____

Activities:

PROGRESSIVE TOTALS:
HOURS ON PLACEMENT TO DATE _____ CLIENT CONTACT HOURS TO DATE _____

LOG BOOK - SUPERVISION SESSION SUMMARY SHEET

Name of Student: _____

Name of Supervisor: _____

Date of session: _____

Duration of session: _____

Hours of Supervision to date: _____

Type of session: _____ Present: _____

Areas of supervision:

Evaluative comments (Supervisor):

Evaluative comments (Student):

Agenda for next meeting and follow-up work to be done by then:

Signatures: _____
Supervisor

Psychologist/Provisional Psychologist

ELECTRONIC LOGBOOK DECLARATION



Master of Clinical Psychology/ Doctor of Psychology (Clinical)

Electronic Logbook Declaration

I, _____, have supervised _____
on a placement at _____
from the date _____ to the date _____.

I have reviewed this student's logbook spreadsheet throughout this placement, and I am satisfied that it is an accurate record of the activities and supervision conducted.

At the completion of the placement, the record of hours reads thus:

Total Placement _____
Total Group Client Contact _____
Total Individual Client Contact _____
Total Group Supervision _____
Total Individual Supervision _____

Supervisor's signature: _____ Date: _____

CLINICAL PLACEMENT SUMMARY SHEET

This covering sheet should accompany the report of your placement and be submitted to the placement unit chair within one month (at latest) of completion of your placement.

Please check the Placement Manual and tick the list immediately below to ensure that your report is complete and in a suitable form. (This will avoid delays in having it assessed and returned to you).

Your report should be submitted in a soft folder and contain:

- Placement summary sheet (ie this sheet)
- Student's placement evaluation form
- Supervisor's evaluation forms (final and mid-placement)
- Supervision Agreement
- An assessment summary or report (sample)
- A case formulation (sample)
- Case notes (sample)
- Log Book:: Daily Activity Sheets (signed)
- Log Book: Supervision Session Summary sheets (signed)
- OR, Log Book Excel spreadsheet, plus signed declaration

NAME: STUDENT NUMBER:

MAILING ADDRESS: Tel No.:

DEGREE:(Circle one) M CLINICAL PSYCH D CLINICAL PSYCH COMBINED DEGREE

PLACEMENT NUMBER: PSY956 / PSY957 / PSY958 / PSY959 / PSY960
(Circle one) PSY856 / PSY857 / PSY858 / PSY859

AGENCY:
SUPERVISOR:

Year of enrolment in unit: Semester 1, Semester 2, Full year

Placement Dates: From: To

Placement details: Number of client hours Number of supervision hours
Duration of placement in hours
Total hours completed in all placements inclusive of this placement

Signature Date of submission of placement report

FOR ADMINISTRATIVE PURPOSES ONLY

Unit Chair comments / concerns P'copies retained

Date received Date passed Signature

Results entered in Student One : Date and Admin Person:
Folder posted back to student on: Signature

RATE THE SUPERVISION PROCESS IN TERMS OF:

Style	0	1	2	3	4	5	NA
Availability	0	1	2	3	4	5	NA
Responsiveness to your needs	0	1	2	3	4	5	NA
Capacity to impart expertise and knowledge in the area	0	1	2	3	4	5	NA
Sensitivity and capacity to address personal issues that impact on you in the placement	0	1	2	3	4	5	NA
Capacity to give support and guidance as required	0	1	2	3	4	5	NA
Ability to give sensitive feedback about problems or weaknesses	0	1	2	3	4	5	NA
Acknowledgment and acceptance of your views and approaches to therapy	0	1	2	3	4	5	NA

PLEASE RATE THE OPPORTUNITIES ON THE PLACEMENT FOR:

Client contact:	0	1	2	3	4	5	NA
Contact and discussion with other professionals or peers:	0	1	2	3	4	5	NA
A varied caseload:	0	1	2	3	4	5	NA
Capacity to resolve conflict:	0	1	2	3	4	5	NA

OVERALL WAS THE PLACEMENT:

Worthwhile?	0	1	2	3	4	5	NA
Stimulating and enjoyable?	0	1	2	3	4	5	NA
Supportive?	0	1	2	3	4	5	NA
Well balanced in terms of duties?	0	1	2	3	4	5	NA
A pleasant environment in which to work?	0	1	2	3	4	5	NA
Responsive to your professional and personal needs?	0	1	2	3	4	5	NA
Set at an appropriate level?	0	1	2	3	4	5	NA

COMMENT ON ASPECTS OF THE PLACEMENT WHICH WERE MOST HELPFUL AND APPRECIATED?
WHY?

COMMENT ON ASPECTS WHICH WERE LEAST HELPFUL? WHY?

OTHER AREAS OR EXPERIENCES YOU WOULD LIKE TO COMMENT ON:

WHAT ADVICE WOULD YOU GIVE TO OTHER STUDENTS COMING INTO THIS PLACEMENT?

RATING OF THE PLACEMENT OVERALL: 0 1 2 3 4 5

DO YOU GIVE CONSENT FOR A COPY OF THIS EVALUATION TO BE PASSED ON TO THE SUPERVISOR?

YES NO

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

MID PLACEMENT REVIEW FORM

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SUPERVISOR

Name:

STUDENT

Name:

Student Number:

Date of commencement:

Date of mid-placement review:

Expected date of completion.....

Placement hours to date- Individual Therapy: Psychometric: Group Therapy:

The purpose of a mid-placement review is to check that all aspects of Clinical development are occurring as expected – competency is not expected at this time. Any current strengths and difficulties can be highlighted and changes to the placement enacted to better encourage learning. Please indicate for each goal listed whether progress is being made:

GOAL:	PROGRESSING Y/N	COMMENTS (STUDENT)	COMMENTS (SUPERVISOR)
1. Ethical and professional practice as a psychologist (including case notes/ reports and professional identity as a clinical psychologist).			
2. Basic counselling skills			
3. Clinical assessment skills			

4. Psychometric skills			
5. Formulation and intervention skills (incl. Child, adult, group therapy)			
6. Scientist practitioner model			
7. Interpersonal skills (incl. Team work)			
8. Supervisory process (including self-supervision)			
9. Optional sub goal:			

Is there any remedial work required (Please attach separate sheet of further information if necessary)?

Should the placement be extended? If so, for what purpose?

Revised Date of Completion:

PRIMARY SUPERVISOR

Signature: _____

Date: _____

D.PSYCH MID PLACEMENT REVIEW FORM

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SUPERVISOR

Name:

Position:

Phone: Work: Mobile:

Areas of specialisation:

STUDENT

Name:

Student Number:

Date of Enrolment:

Unit Code

Date of commencement:

Date of mid-placement review:

Expected date of completion.....

The purpose of a mid-placement review is to check that all aspects of clinical development are occurring as expected.

Any current strengths and difficulties can be highlighted and changes to the placement enacted to better encourage learning.

Please indicate for each goal listed whether progress is being made. Note: Some of these goals may not be relevant to your placement. If this is the case write N/A.

GOAL: To develop skills in program development or evaluation

Specific goal/s for your placement

TASKS COMPLETED	
STUDENT COMMENTS ON PROGRESS	
SUPERVISOR COMMENTS ON PROGRESS	

GOAL: To develop skills in policy development
Specific goal/s for your placement

TASKS COMPLETED	
STUDENT COMMENTS ON PROGRESS	
SUPERVISOR COMMENTS ON PROGRESS	

GOAL: To develop skills in service/team management
Specific goal/s for your placement

TASKS COMPLETED	
STUDENT COMMENTS ON PROGRESS	
SUPERVISOR COMMENTS ON PROGRESS	

GOAL: To assist in the supervision of other students/health professionals
Specific goal/s for your placement

TASKS COMPLETED	
STUDENT COMMENTS ON PROGRESS	
SUPERVISOR COMMENTS ON PROGRESS	

GOAL: To develop skills in long terms therapy with more complex clients
Specific goal/s for your placement

CLIENTS SEEN	
STUDENT COMMENTS ON PROGRESS	
SUPERVISOR COMMENTS ON PROGRESS	

GOAL: To develop specialist skills in an area of clinical practice.
Specific goal/s for your placement

TASKS COMPLETED	
STUDENT COMMENTS ON PROGRESS	
SUPERVISOR COMMENTS ON PROGRESS	

Are there any changes to the goals that need to be made?

Is there any remedial work required?

PRIMARY SUPERVISOR

Signature: _____ Date: _____.

PLACEMENT SUPERVISOR'S EVALUATION FORM

Macquarie University – Psychology Placement Review Form
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Name of Student:	
Primary Supervisor(s):	
Additional Supervisor(s):	
Course:	
Year of training:	
Placement number:	
Date of Placement:	From: _____ To: _____
Total placement hours/days:	
Placement Agency:	
Client Population: (Circle)	Older Adult Adult Adolescent Child & Family Other
Setting: (Circle)	Psychology Clinic NSW Health Corrective Services DOCS Private Practice Other(specify)
Type: (Circle)	Inpatient Hospital Outpatient Community Health Mental Health Other
Therapeutic Approaches: (Circle)	CBT DBT IPT Psychodynamic Schema FamilyTherapy Other N/A

To record your rating, place a tick in the appropriate cell. Your rating reflects your judgment of the student's current level of performance. Please rate students in reference to a notional absolute standard of competent professional practice, on a par with a Clinical Psychologist working in their first job upon qualification, not in comparison with performance by peers.

Categories	Description of Categories
Unsatisfactory Progress (Un)	Progress is considerably below the rate or standard expected at this stage of training. There may be an absence of a particular feature, poor judgement or performance, inappropriate behaviour etc.; major problems are evident.
Needs Development (ND)	Progress is evident but limited and is below the standard expected at this stage of training. There are problems and/or a lack of consistency e.g. displays a rigid adherence to taught rules and is unable to take account of situational factors, discretionary judgment is not evident etc.
Developing Well (DW)	Is performing well at the level expected at this stage of training.
Competent (Com)	Performance has reached professional competency i.e. is on a par with a Clinical Psychologist working in their first job upon qualification.

Un – Unsatisfactory		ND – Needs development		DW – Developing well		Com – Competent				
To record your rating, place a tick in the appropriate cell or N/A if not applicable.						NA	Un	ND	DW	Com
1. Relational skills.						<u>Overall rating:</u>				
a) Ability to form and communicate an empathic understanding to most clients, carers, and significant others.										
b) Competence in counselling skills (e.g. appropriate clarifications, summarisations).										
c) Active, not passive, and responsive listening skills.										
d) Ability to focus session and the client on session objectives.										
Comments:										
						NA	Un	ND	DW	Com
2. Clinical assessment skills.						<u>Overall rating:</u>				
a) Efficiency in conducting an adequate assessment.										
b) Appropriate breadth of questioning.										
c) Appropriate depth of questioning.										
d) Capacity for assessment through hypothesis testing.										
e) Ability and skill to make correct diagnoses and differential diagnoses.										
f) Ability to undertake a Mini Mental State examination.										
g) Ability to undertake assessments in a socio-culturally sensitive manner.										
Comments:										
						NA	Un	ND	DW	Com
3. Formulation and Intervention skills.						<u>Overall rating:</u>				
a) Ability to conceptualise and formulate cases.										
b) Ability to plan treatments.										
c) Ability to implement intervention skills, covering a wide range of developmental, preventive treatments.										
d) Knowledge of empirically supported treatment methods, e.g. CBT, IPT, MI.										
e) Skills to conduct empirically supported treatment techniques, e.g. CBT, IPT, MI.										
f) Ability to understand the strengths and limitations of applied therapeutic approaches.										

3. Formulation and Intervention skills (cont.):	NA	Un	ND	DW	Com
g) Demonstrates flexibility and responsiveness in the application of treatments and/or in the implementation of manualised programs.					
h) Skills to deal with common difficulties in therapy.					
i) Assessment of treatment progress and outcome.					
Comments:					
	NA	Un	ND	DW	Com
4. Psychometric Skills.	<u>Overall rating:</u>				
a) Ability to apply theoretical knowledge to select appropriate tests.					
b) Ability to correctly administer correctly common/core tests.					
c) Ability to score tests accurately.					
d) Ability to interpret results and formulate conclusions.					
e) Knowledge of psychometric issues and bases of assessment methods.					
f) Ability to integrate information into a psychometric report.					
Comments:					
	NA	Un	ND	DW	Com
5. Scientist practitioner approach.	<u>Overall rating:</u>				
a) Development of skills and habits in seeking and applying theoretical and research knowledge relevant to the practice of psychology in the clinical setting.					
b) Understanding and application of theoretical and research knowledge related to diagnosis, assessment and intervention.					
Comments:					
	NA	Un	ND	DW	Com
6. Personal capacities:	<u>Overall rating:</u>				
a) Cognitive skills: problem-solving ability, critical thinking, organized reasoning, intellectual curiosity and flexibility.					
b) Affective skills: affect tolerance; tolerance/understanding of interpersonal conflict; tolerance of ambiguity and uncertainty.					
c) Personality/Attitudes: desire to help others; openness to new ideas; honesty/integrity/valuing of ethical behaviour; personal courage.					

6. Personal capacities (cont.):	NA	Un	ND	DW	Com
d) Demonstrates accurate self appraisal and understanding.					
e) Reflective skills: ability to examine and consider one's own motives, attitudes, behaviours and one's effect on others.					
f) Willingness to acknowledge and correct errors.					
g) Ability to identify personal distress, particularly as it relates to clinical work.					
h) Ability to work effectively with diverse others in assessment, treatment and consultation.					
Comments:					
	NA	Un	ND	DW	Com
7. Ethics.	Overall rating:				
a) Knowledge of ethical/professional codes, standards and guidelines.					
b) Recognition and analysis of ethical and legal issues across the range of professional activities.					
c) Seeks appropriate information and consultation when faced with ethical issues.					
d) Commitment to and compliance with ethical practice.					
e) Understands and maintains appropriate boundaries and displays respectful behaviour towards clients, staff and peers.					
Comments:					
	NA	Un	ND	DW	Com
8. Professional skills.	Overall rating:				
a) Ability to effectively structure and manage therapy time (e.g. prioritise, set limits), finish sessions on time.					
b) Timeliness: completing professional tasks in allotted/appropriate time (e.g. evaluations, notes, reports, contacting clients); arriving promptly at meetings and appointments.					
c) Demonstrates an organized, disciplined approach to writing and maintaining succinct notes and records.					
d) Organisation and presentation of case material; preparation of professional reports for health care providers, agencies, etc.					
e) Expressive skills: ability to communicate one's ideas, feelings and information in verbal, non-verbal and written forms for a range of purposes.					

8. Professional skills (cont.):	NA	Un	ND	DW	Com
f) Undertakes duties such as intake, telephone duty etc. and assists where required with professional tasks.					
g) Conducts self professionally in dress, attitude, language etc.					
h) Demonstrates effective presentation skills e.g. case presentation, group presentation.					
i) Negotiation /management of fees and payments.					
j) Ability to work collaboratively with colleagues					
Comments:					
	NA	Un	ND	DW	Com
9. Supervision:	<u>Overall rating:</u>				
a) Ability to work collaboratively with the supervisor.					
b) Ability to prepare for supervision.					
c) Ability/willingness to accept supervisory input, including direction.					
d) Ability to follow through on recommendations.					
e) Ability to appropriately balance autonomy and dependency needs.					
f) Ability to self-reflect and self-evaluate accurately regarding clinical skills and use of supervision.					
g) Ability to use good judgment as to when supervisory input is necessary.					
Comments:					

SELF APPRAISAL BY THE TRAINEE

Please give your own views about your learning on this placement. Please identify the areas where you feel you have demonstrated significant development, the areas that you feel that you have been challenged, and the areas that you feel it is important for you to continue to work on and develop.

Areas of most significant development:

Most challenging aspects of work on this placement:

Most important areas to continue working on, and significant gaps in experience:

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In addition to the regular Placement Review Form, the following should be completed in evaluating the outcome of an extended D.Psych placement. Please comment on the Student's progress in each of the relevant goal areas:

Program development and/or evaluation

Policy development

Service/team management

Supervision of other Students and/or health professionals

Long-term therapy with more complex clients

Specialist skills in an area of clinical practice

Supervisor's signature

Date

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Name of Student: _____

Name of Supervisor: _____

I _____ (Supervisor's name) have sighted the signed client consent form for all de-identified submitted materials to the University. I note that the original consent will be kept at the agency _____.

I have also sighted and approved all submitted samples of work to the University and believe that these are presented to an acceptable level for this agency. I further understand that once reviewed all samples of work will be destroyed by the Placement Co-ordinator.

_____ (Supervisor's signature)

_____ (Date)

PLACEMENT FOLDER CHECKLIST

Student Number _____ Student Name _____

Degree _____ Email _____

Unit Code _____ Year enrolled in Unit _____ Circle One
Sem 1/ Sem 2 / Full Year

	Tick Enclosed
Supervision Agreement	<input type="checkbox"/>
Mid-Placement Review	<input type="checkbox"/>
Supervisor's Evaluation Form	<input type="checkbox"/>
Student's Placement Report	<input type="checkbox"/>
Log Book – Daily Activity Sheets	<input type="checkbox"/>
Log Book – Supervision Sessions	<input type="checkbox"/>
Log Book – Excel spreadsheet plus signed declaration	<input type="checkbox"/>
Case Notes (sample)	<input type="checkbox"/>
Assessment or Case Report	<input type="checkbox"/>
Case Formulation	<input type="checkbox"/>
Professional Correspondence or other Professional Project (optional)	<input type="checkbox"/>

Copies of Supervision Agreements will be retained by the University. Copies of documents must be retained by the student for 3 years.

Date Paperwork is to be kept until _____

Student must collect feedback about folders from the Placement Co-ordinator once all placements are completed