

Placement Manual 2025

Master of Psychology (Clinical)



Email: via [AskUNE](#) (see page 2 for details)

Website: www.une.edu.au/about-une/faculty-of-medicine-and-health/school-of-psychology

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Introduction

We are very pleased to welcome students and field supervisors to our extended network of field placements. Field supervisors play a key role in supporting the delivery of the Master of Psychology (Clinical) at the University of New England and we are very grateful for their time and expertise offered on an external placement to our students. In doing so, supervisors make a significant contribution to the training of the next generation of clinical psychologists.

This handbook aims to provide field supervisors and students with an overview of the requirements for external placements for the Master of Psychology (Clinical) (MPSYCH) degree at the University of New England. These forms and further information for supervisors is also available on the Master of Psychology Supervisors Hub site.

Placements form an essential part of clinical psychology training. Here at UNE, our mission is to train students in evidence-based clinical practice within a scientist-practitioner model, and to be able to apply these skills within regional, rural and remote work contexts. Our accreditation standards require that placements must be diverse, providing students with the experience of dealing with a wide range of client problems (acute and chronic) across varying age ranges (child, adolescent, adult, older adult, groups) and settings (inpatient, outpatient, community, rural) utilising a variety of different skills (assessment, treatment, and professional). On internal and external placements, students learn to apply their skills. Placements are arranged to provide students with supervised experience in assessment, formulation and intervention with a broad range of clients to develop the core competencies required for psychological practice.

We place a very high value on the clinical supervisory relationship, through which the trainee's overall development as a clinician is fostered and evaluated. In addition to core clinical skills, many of the professional practice competencies which students need to acquire are modelled within the supervisory relationship, including navigating ethical issues, self-care and boundary management, teamworking and leadership during placement. Supervision also serves the important function of safeguarding the wellbeing of the public whilst students are developing their skills. The Placement Coordination Team at UNE are keen to work in partnership with our supervisor network to support the delivery of external placements and ensure our students graduate as well-rounded clinicians. We aim to foster open and responsive communication and encourage students and supervisors to reach out to us to discuss any queries or issues which arise.


How to Contact Us



If as a supervisor or a student you have any queries, concerns or feedback in relation to the supervisory experience, please contact the Placement Coordination Team on **02 6773 5884** or via Ask UNE:

1. Login to [AskUNE](#).
2. Select the 'Contact Us' tab,
3. Subject line – Always start subject with “**School of Psychology**”
4. Topic: For all Placement related questions, select: “Professional/Practical Experience -> School of Psychology”

Supervisors can also email the Placement Coordination Team directly at psych-placements@une.edu.au

Placement Coordination Team

	<p>Ms Alice Hone Clinical Psychology Placement Supervisor, UNE Psychology Clinic</p> <p>Email: ahone3@une.edu.au</p>	<p>Days of work: Tuesday to Friday.</p>
	<p>Ms Anna Helder Clinical Psychology Placement Supervisor, UNE Psychology Clinic</p> <p>Email: ahelder@une.edu.au</p>	<p>Days of work: Monday and Wednesday to Friday.</p>
	<p>Dr Justine Evans Clinical Psychology Placement Supervisor UNE Psychology Clinic</p> <p>Email: jevans66@une.edu.au</p>	<p>Days of work: Monday to Wednesday</p>
	<p>Dr Kath Boekamp Clinical Psychology Placement Supervisor UNE Psychology Clinic</p> <p>Email: kboekam2@une.edu.au</p>	<p>Days of work: Monday and Thursday</p>

	<p>Tania Robb Clinical Placement Officer</p> <p>Phone: +61 2 6773 3680 Email: psych-placements@une.edu.au</p> <p>Clinic Phone: (02) 6773 2545</p>	<p>Days of work: Monday to Friday</p>
	<p>Ms Erin Rodgers Practice Manager, UNE Psychology Clinic</p> <p>Phone: +61 2 6773 5462 Email: elove3@une.edu.au</p>	<p>Days of work: Monday to Friday</p>

Documentation

Documents submitted in Trimester 1

Mandatory Documentation is an essential requirement to maintain your candidature and your ability to commence placement. All mandatory documentation should have been submitted prior to T1 Census Day, or prior to Placement Commencement (whichever comes first). **It is important to remember that students are responsible for ensuring that mandatory documentation is valid for the duration of candidature.** We advise students to take note of when documentation is approaching expiry to prompt renewal.

If mandatory documentation is not submitted, or if mandatory documentation lapses throughout candidature, students risk losing candidature and may be requested to undertake a **Show Cause** proceeding to demonstrate why they should remain in the course.

****A Show Cause** is a notice issued to students who are not currently meeting the course progression requirements for their degree, requiring the student to show cause as to why their candidature should not be terminated.

Mandatory documents are as follows:

1. AHPRA Registration (valid for 12 months - renewal each year required)
2. Working with Children Check or your home state equivalent (valid for up to 5 years)
3. National Police Check (valid for up to 5 years)
4. Signed [Confidentiality Agreement](#) (no renewal required)
5. Signed [Student Declaration](#) (no renewal required)

Refer to your Course Manual for further information on how to obtain these documents.

Vaccinations

If you decide to pursue a NSW Health placement, NSW Health policy requires that clinical psychology students (ranked as Category A risk personnel) undergo specified immunisations before commencing a placement. Prior to the start of Trimester 1, the UNE Placement Coordination Team will provide students with information that describes those immunisations. Students will also be provided with a number of NSW Health forms, which they are expected to complete immediately, in order to submit evidence of having completed (or being on the way to completing) these immunisations. Please note, the certification process can take up to six months to complete. Students are to be certified as compliant with all NSW Health requirements prior to going on any external placement. Failure to complete all immunisations and submit the relevant NSW forms in a timely fashion may prevent students from undertaking a clinical placement.

Placement Agreement (between University and Placement Site)

Prior to commencement of the first student placement offered at a new Placement Site, it is necessary to execute an agreement between the University and the Placement Site (to be provided upon request). The purpose of the agreement is to provide clarity on the roles and responsibilities of each party, indemnity and insurance arrangements, procedures for setting up placements and the management of student welfare and conduct on placement. This agreement is signed by the legal representatives of each party and therefore takes time to process. If you are considering offering a first-time placement at your organisation, please liaise with the Placement Coordination Team to initiate a Placement Agreement.

Placement Offer Form and Placement Supervision Form

At the initial meeting between the placement supervisor and the student, the proposed placement is discussed, and the student then completes and lodges the Placement Offer form (myLearn Post Graduate Psychology Community site or Supervisors Hub).

The Placement Supervision form outlines the type of placement offered, the training objectives for the placement including the range of activities to be covered and the skill base to be developed, and details such as supervision arrangements and specific dates.

Field supervisors are offered the opportunity of a pre-placement interview with the student prior to agreeing to undertake the placement. Some supervisors may offer a placement position without an interview but may ask students to meet with them prior to the planned commencement of placement.

Students are advised to take the following to placement interviews or preliminary meetings:

1. Placement Offer Form
2. Placement Supervision Form
3. Proof of AHPRA Registration
4. Proof of National Police Certificate and Working with Children Check
5. Evidence of immunisation compliance (if working with NSW Health)
6. Log Book
7. Final Placement Evaluation containing feedback from previous supervisor.
8. Curriculum Vitae

The student should complete and forward the **Placement Offer form and Placement Supervision form to the UNE Placement Coordination Team via AskUNE** for final approval for the placement to proceed. Copies of the original forms are to be held by both the field supervisor and the student.

Clinical Psychology Practicum Competencies Rating Scale (CΨPRS)

In preparation for mid- and end-of-placement review meetings, an evaluation of student performance is conducted by the supervisor using a Clinical Psychology Practicum Competencies Rating Scale (CΨPRS) (see [this website](#) for instructions on how to use this tool). Prior to the end of placement review, the student also completes the CΨPRS tool as a self-reflection exercise to discuss with their supervisor.

Mid/End-Placement Review Evaluation Form

In preparation for the mid- and end-of-placement review meetings, the student and field supervisor review progress in terms of student performance and the extent to which placement objectives are being met, and complete their respective sections of the Mid/End-Placement Evaluation Form (available on myLearn Post Graduate Psychology Community site or Supervisors Hub).

Students are asked to contact the Placement Coordination Team to arrange a time for a virtual mid-placement review meeting with the student, field supervisor, and member of the Placement Coordination Team. This meeting is approximately 30 minutes duration where we will have the opportunity to meet, reflect on the students progression towards the clinical competencies, consider what additional learning experiences would be beneficial for the student to focus on in the latter half of the placement, and problem-solve any difficulties from either the student or supervisors perspective. The review also provides field supervisors the opportunity to provide feedback, suggestions for improvement, and ask questions.

Students are to take a copy of their End of Placement Evaluation and CΨPRS form from their last placement to the next placement to show their new supervisor. This will help decide on goals for the student to write in their new Placement Supervision Form.

The procedure for mid- and end-of-placement reviews is outlined in the policies and procedures section of this manual.

Recording Placement Activities - Log book

Students are required to keep an ongoing record of all their placement experiences and simulated client work/skills practice throughout their training. This record is kept in the form of a log book (see [Appendix A](#) for example).

Supervisors are required to note relevant issues and strengths in student progress over time in the “supervisor comments” column in the students’ logbook and to regularly endorse, by signed notation, that the log book is a true reflection of the practicum undertaken.

On external placements, the student should **submit a signed electronic copy of the logbook MONTHLY via MyLearn** to the UNE Placement Coordination Team with copies kept by the student and field supervisor. This provides the Placement Coordination Team with regular and ongoing information about progression of the placement and provides opportunity for feedback prior to the end of placement review.

On commencing the 5th year, every postgraduate professional coursework student is advised to commence a single log book of casework and supervision experiences. The log book must detail the nature and hours of all placement and other practicum undertaken (internal and external), as well as the dates, nature and hours of supervision, with group supervision clearly differentiated from individual (i.e., one-on-one) supervision and the log book clearly specifying the nature of client work undertaken (e.g., assessment, treatment etc.) and whether this is simulated or in vivo client work. The log book should be carried over into the 6th and subsequent years of professional postgraduate training. A final check of the log book is a requirement of the course, and this check must be confirmed by the signature of the/a primary supervisor on the log book itself. Students are to submit a final log book at the completion of each placement via MyLearn.

The log book should provide a rich source of information of (i) activities undertaken in client contact and supervision, (ii) student progress, and (iii) reflection on supervision. The responsibility for maintaining the ongoing record of details of client contact and supervision falls with the student. Details to be provided include: client characteristics, issues and diagnoses; context of client contact; assessment or intervention procedures; contact with carers/school teachers; activities undertaken/areas covered in supervision. **No identifiable client information is to be included.**

E.g.:

Session 2 with AB (32, female, Australasian). Major Depression and Generalised Anxiety Disorder. Intervention: Psycho- education about the role of thoughts in emotional well-being. Cognitive restructuring. How: Recording automatic thoughts and associated feelings.

Session 6 with T.M (23, male, First Nations). OCD. Last session. Collaborative formulation of blueprint. Review of safety Plan.

Session 3 with S.W (15, non-binary, Caucasian) Psychometric assessment to assess for specific learning disorder utilising WISC-5 and WIAT-III

Session 1 RAGE Group Therapy: 5 male clients aged 9-11 with emotion regulation difficulties. Intervention: psychoeducation on emotions, skills training to identify emotions.

Individual Supervision: reviewed case load, discussed Exposure and Response prevention for OCD and role-

played creating a fear hierarchy for exposure exercises.

The log book is organised to separate out the different areas of required hours for each placement (and in total). The supervision hours and client contact hours are straightforwardly kept in their own columns/totals, while the “total hours” is obtained by adding “other” hours to the supervision and client contact hours (i.e., the total of all four columns). Each page of the log book will self-tally to provide a “running total” which is then carried over to the next page/tab. Students are to record contact in minutes, rather than hours and part-hours, and the logbook will self-calculate hours. Recording times in minutes also supports the accuracy of the record. As noted above, the log book is to be **“a true reflection of the practicum undertaken”** and denoted each week via signed notation by the student and supervisor. **Any inflating of hours is considered unethical conduct and could result in withdrawal of course candidature.**

Students are encouraged to utilise the log book template available on the Post Graduate Psychology Community myLearn site to enable them to keep track of the minimum required hours throughout the Course.

Case Reports

Students are required to submit one case report on each external placement, detailing a client case undertaken on that placement. Students may wish to discuss in supervision which of their cases would be appropriate to write up as a case report. Therefore, it is important for supervisors to be aware of the course requirements for case reports and to discuss with the student which requirements have already been met by case reports submitted on previous placements. The field supervisor may, but not necessarily, review the case report. However, this person must sign off on the cover page to confirm that the work was undertaken on the associated field placement.

Over the course of training, students in a two-year sequence submit a total of four written case reports (of 2500 words each) in the practicum component of the program. Two case reports are submitted within PSYC513 (UNE Psychology Clinic internal placement) and PSYC514, and one for each of the other two placements (external placement units PSYC534 and PSYC535). One case report must provide an account of an assessment using standardised assessment tools. At least two of the four case reports must detail the results of an intervention (which need not necessarily have been successful). The remaining case report may be either an intervention or an assessment case. Each case report must detail a different case (client) undertaken on that placement. Students in the Advanced Entry program complete two case reports, one for each external placement (PSYC534, PSYC535), which can be either an intervention or assessment case. (N.B. the intervention and psychometric assessment case report must use a different client). A satisfied requirements grade is required for each case report in order to pass each respective placement.

Case reports from the external placement are due before the placement ends. However, it is strongly recommended that these be completed earlier to enable a smooth transition onto subsequent placements.

The case reports must contain no client-identifying information, have a cover sheet, and be written in APA 7th Professional style. These are also to be written in the format and style prescribed for the journal *Clinical Case Studies*. (This journal is accessible via the UNE library or via the link <http://ccs.sagepub.com/>; students are required to read some articles from this journal to grasp the format required). The reports should provide details of the presenting case, describe the student’s work, and justify the methods used. Example case reports are provided on the respective myLearn placement unit site.

Intervention Case Reports

Intervention case reports need to demonstrate evidence-based practice, and as above, should adhere to the format prescribed for the journal *Clinical Case Studies*. Group intervention (e.g., social skills training group) reports are permitted.

Intervention case report outline:

- Cover Page (available on MyLearn)
- Abstract (not included in word count)
- Theoretical and Research Basis (outline of diagnostic issues, evidence-base treatment issues etc.)
- Case Presentation (brief introduction of the presenting client/outline of presenting case)

- Presenting Complaints
- History
- Assessment (including interview information, psychometric data on self-report measures/tests used etc.)
- Case Conceptualisation + goals + plan
- Course of Treatment and Assessment of Progress (can be by sessions)
- Complicating factors
- Follow-Up
- Treatment Implications of the case
- Recommendations to clinicians and students
- References

Assessment Case Reports

For assessment case reports, a fully de-identified copy of an actual psychometric assessment report produced during the placement is to be provided, preceded by theoretical background in an Introduction section, and followed by discussion of implications/matters raised in the Discussion section. As above, the format should adhere to that prescribed for the journal *Clinical Case Studies*. **The word count applies only to the Introduction and Discussion sections**– not to the original report section. (A word count of less than 2500 words for Introduction and Discussion may be acceptable if all relevant areas are suitably covered). An abstract and references are also to be included.

Assessment case report outline:

1. Cover Page (available on myLearn)
2. Abstract (not included in word count)
3. Introduction (include such sub-headings as Theoretical and Research Base, information on psychometric properties of tests used and a brief case introduction).
4. De-identified copy of actual report (NOT included in the word count). Note that de-identification includes not only the client's name, but also those of towns, schools, doctors, other professionals etc. The report should indicate the client's age and **must include an appendix detailing a summary of the test scores**.
5. Discussion: include such sub-headings as Complicating Factors, Follow up, Assessment Implications, and Recommendations to Clinicians and Students.
6. References

Please note that case reports are an important component of placement units. Failure to adhere to a scholarly style, the specified structure, APA 7th Professional style and word count will require re- submission.

The relevant Clinical Psychology Placement Supervisor or a suitably qualified marker assesses the report. Case reports may at times require revisions, these revisions (if necessary) are to be addressed urgently so as to not delay student's progress.

Oral Presentation

PSYC513 and PSYC514 students are required to complete an Oral Case Presentation. The Oral Case Presentation consists of a 30-minute power-point presentation presented via Zoom videoconferencing to other students in the cohort and/or to PSYC513 or PSYC514 students. Students are encouraged to include reflections on what they have learned throughout the process of working with the case. A marking rubric and date for the presentation can be found on the PSYC513 and PSYC514 MyLearn site. It is expected that students watch each other's presentations as this is a valuable learning opportunity and constitutes peer supervision.

Policies and Procedures

Paid Employment

A full-time study load equates to a minimum of 37 hours per week. Students are therefore advised to limit paid employment to a maximum of 10 hours per week. Funding bodies require the Director of the Clinical Psychology Program to provide an annual statement of recipients' enrolment status. For this purpose, an annual declaration of casual hours worked during T1 and T2 is to be provided to the Director upon request. If students wish to exceed the 10-hour per week limit (including doing casual work at UNE) then permission, with justification, is to be sought in writing from the Director of the Clinical Psychology Program. Submit requests via AskUNE (see instructions on page 2).

If this request is approved and you are a provisional psychologist who is intending to work (paid or voluntary) in a psychology role whilst undertaking the course, you also need to abide by AHPRA's Working in Addition to Placement Policy. These students will need to then fill out the [AWOP-76 form](#), available on the AHPRA website.

Assigning Placements

Rule A Program

The UNE Placement Coordination Team determines the suitability of placements; therefore, any organisation of placements is to occur in negotiation with the UNE Placement Coordination Team. Students may be asked to indicate their preferences from a list of approved placements. This list may include placements that must be filled due to an ongoing commitment to that placement or to service funded projects. Particular placements may be assigned to students dependent on the professional development requirements of the student. One placement is to be devoted to child work, and one to adult work. Placement hours must be of a sufficient duration (minimum 350 hours) to enable students to take responsibility for a number of cases. All on-campus MPsych(Clin) students will undertake their first placement (PSYC513) at the UNE Psychology Clinic from Monday **14th July to 5th December 2025**. As noted earlier, the rural/regional focus of the UNE MPsych(Clin) program means that the second placement (PSYC534) will be sourced in a rural/regional area, where possible.

Students may directly approach supervisors with a view to directly sourcing placement opportunities; however, at all times the negotiation of suitability of the placement must occur between the UNE Placement Coordination Team and prospective field supervisor.

Some students are able to undertake a placement at their place of current employment, provided that the placement experience is of direct relevance to the program, involves work ordinarily undertaken by a clinical psychologist, and supervision is arranged to fulfil the requirements of the course. No more than one placement can be undertaken using this arrangement. If you are seeking out this arrangement, please submit your rationale, in writing, to the Placement Coordination team (contact information on page 2).

Previous employment experience will not be credited as it is not integrated into the overall program.

While every effort will be made to find the most suitable placements for each individual student, it is rarely possible to completely satisfy student preferences for every placement. At times, students may not be able to have their first or even second choice of placements and may need to be allocated a placement that they would not necessarily have chosen. The rural location of UNE, and its focus on the practice of psychology in rural and remote communities, means that students usually have to undertake placements located in centres away from their home base. As a result, at times students are faced with challenges of distance, travel, accommodation and expense, but such opportunities can afford invaluable personal and professional experience. As the UNE Placement Coordination Team will have to consider numerous factors in allocating placements (including supervisor preferences and individual student circumstances and needs) the process of placement allocation decisions is not discussed with students.

After students have been tentatively allocated a placement, the UNE Placement Coordination Team will contact the training site and relevant field supervisor, and a CV of the student will be provided. If the potential field supervisor agrees to consider the student, the UNE Placement Coordination Team will notify the student who then contacts the supervisor directly (usually to arrange a pre-placement interview).

Rule C and Advanced Entry Programs

Students will identify two placements in a location of their choice. The organisation of the placement is the responsibility of the student. The Placement Coordination Team do have a number of agencies they have established relationships with. If you are struggling to source a placement you can discuss options with the team. It may be possible for some students to undertake placement at their place of current employment, provided that the placement experience is of direct relevance to the program, involves work ordinarily undertaken by a clinical psychologist, focuses on enhancing students' clinical competencies and diversifying students' skillset, and supervision is arranged to fulfil the requirements of the course. Previous employment experience will not be credited as it is not integrated into the overall program.

It is an accreditation requirement that placements provide students with a wide range of exposure to clients (acute and chronic) across varying age ranges (child, adolescent, adult, older adult) and settings (inpatient, outpatient, community, rural) utilising a variety of different skills (assessment, treatment, and professional) with different supervisors for each placement. Therefore, the focus of each placement must vary in order to provide adequate coverage of these multiple dimensions.

One placement is to be devoted to child or child/adolescent work, and the other to adult work. To enable students to take responsibility for a number of cases, placement hours must be of a minimum 150 direct client contact hours per placement.

Students are responsible for all expenses arising from placement attendance, including travel or accommodation, or paying for required supervision when this is not available at the placement site.

The following steps must be undertaken prior to commencing placement:

1. Review information on the [Placement Supervision Form](#), [Fillable Placement Offer Form](#) and [MPSYAE Psychology Placement FAQs](#) . Here students will find information regarding requirements of the placement in terms of hours required, what activities can be logged and supervision requirements. It's suggested to share this information with potential placement sites. Note: supervisors need to be board-approved with Clinical Endorsement. If Supervisor is not Clinically Endorsed, please include a sound rationale for why the supervisor is appropriate for your practice and the supervisor's CV in step 3.
2. Student to liaise with potential placement sites/supervisors to determine whether a suitable placement is available. Placements need to meet both the APAC hours and Supervision requirements as well as provide learning opportunities that are appropriate to the student's learning needs. Should questions about the suitability of a placement or supervisor arise, please contact the Placement Coordination Team via AskUNE (see instructions on following pages).
3. Once a potential placement & supervisor has been identified and deemed as suitable, students submit their pre-placement documentation to the Placement Coordination Team via **AskUNE marking "psychology pre-placement documentation"** in the subject line. The initial documents to forward include:
 - [Placement Offer Form](#)
 - [Placement Supervision Form](#)
 - A screenshot of the supervisor(s) listing as a Board-approved Supervisor with Clinical Endorsement on the [AHPRA Endorsement Site](#)
 - Professional Indemnity Insurance (only required for students on a paid placement),
 - [UNE Consent to provide oversight form](#) (only required if supervisor is off-site),
 - Letter to advise how the placement will extend your clinical skills and advance your skillset, rather than being business as usual (only required if students are wishing to undertake placement at place of current employment)Submit documents to the Placement Coordination Team via AskUNE. Students are to ensure they have enrolled in the placement unit prior to placement commencement (**students who are not enrolled are NOT covered by UNE insurance**) and ensure that all mandatory documentation is valid.
4. Students to check if there are any additional requirements specific to the placement site. If so, you are to follow up ASAP to ensure smooth transition to placement (e.g., NSW Health have immunisation requirements). Please contact the Placement Coordination team if you are unsure of additional placement requirements.
5. Placement Coordination Team will liaise with student to approve placement or negotiate if changes to placement are required. When the placement has been ratified, the Placement Coordination Team will email a Welcome Pack to supervisors and CC the student.
6. Placement Assistant to organise Student Placement Agreement (placement contract) between placement site and UNE.

7. Prepare to commence placement. **Students are not to commence placement until the placement has been ratified and they have been given the final approval from the Placement Coordinators.** Hours will not be counted for placement until approval has been given.

Changes in Placements

A student who wishes to alter placement arrangements for research or other reasons must first discuss the proposed changes with the UNE Placement Coordination Team. This is only possible **if the placement has not yet started.**

Note. It is expected that once a placement has been formalised, students will complete the placement and will not withdraw. Failure to undertake an arranged placement will result in a Fail grade being awarded for the placement. Further, if a student withdraws after the commencement of a placement, or the placement has to be terminated due to the student's conduct, then the student will be marked as having failed the placement. The student may be requested to undertake a Show Cause proceeding to demonstrate why they should remain in the course.

Placement Requirements and Arrangements

Placement Hours Across Training

Students in the MPsyCh(Clin) engage in three field placements over the course of their training. In aggregate, the three field placements need to fulfill the following **minimum** requirements:

- 1000 hours of supervised practical placement experience.
- 400 hours of the 1000 hours total to comprise face-to-face client contact time.
- 82 hours of the 1000 hours to comprise supervision.

These hours are to be divided between the three placements in the following manner:

Rule A

Placement unit	Client contact hours	Supervision hours	Total hours
PSYC513	100	60* (individual & group)	300
PSYC534	150	25**	350
PSYC535	150	25**	350
Total	400	110	1000

*Supervision is to be provided at a ratio of 1 hour per placement days (7.5hrs) for the first 180 hours, and 1 hour per 2 placement days (15hrs) for the remaining 120 hours.

** supervision is to be provided at a ratio of 1 hour per 2 placement days (15hrs)

Rule B

Placement unit	Client contact hours	Supervision hours	Total hours
PSYC533 (AS* for PSYC534)	100	40	300
PSYC513	100	20**	300
PSYC535	200	30**	400
Total	400	90	1000

*AS = Advanced Standing

** supervision is to be provided at a ratio of 1 hour per 2 placement days (15hrs)

Rule C

In the MPsyCh(Clin) – Rule C pathway, students undertake two placement units in the Practicum component of the program and must meet the following aggregate requirements.

Placement unit	Client contact hours	Supervision hours	Total hours
PSYC523	Students receive advanced standing for this unit		
PSYC514	150	36*	350
PSYC535	150	25**	350
Total	300	61	700

*Supervision is to be provided at a ratio of 1 hour per placement days (7.5hrs) for the first 180 hours, and 1 hour per 2 placement days (15hrs)

for the remaining 120 hours.

** supervision is to be provided at a ratio of 1 hour per 2 placement days (15hrs)

Master of Psychology (Clinical) – Advanced Entry

In the MPsych(Clin) – Advanced Entry, students undertake two placement units in the Practicum component of the program and must meet the following aggregate requirements.

Placement unit	Client contact hours	Supervision hours (1 hour per 15 placement hours)	Total hours
PSYC534	150	23	350
PSYC535	150	27	400
Total	300	50	750

Client Contact Hours

Direct client contact involves activities directly in support of client-focused assessment and intervention. This may include telephone calls with clients, face-to-face contact (including Telehealth modalities), as well as telephone calls and face-to-face contact with the client's significant others and other relevant informants (e.g. parents, referrers, supervisors, teachers, health providers, family members, or legal guardians). Logged supervised skills practice involving simulated client activities (e.g., role play) can also contribute to a proportion of direct contact hours for Rule A students. Direct client contact can occur in individual or group contexts, including reporting to a team or organization that will enact interventions to a client (e.g. a nursing home staff team). However, time spent talking about a client in supervision or case conference is not direct client contact. Likewise, scoring client assessments, or writing case notes, letters or reports, are not considered as direct client contact. Seeing a client with your supervisor can be counted as both direct client contact and supervision, but this is only encouraged to contribute to a small number of hours and to occur mainly at the start of a placement. Students need to be mindful that obtaining the total client contact hours can be difficult. Therefore, students need to **aim for at least 3 hours of client contact per placement day.**

Supervision Hours

Supervision can occur in both individual (one-on-one) and group format, with group supervision to comprise no more than 50% of total supervision time. Time spent by the supervisor reviewing and providing feedback on session notes, reports, and letters is considered supervision time. Within the UNE Psychology Clinic internal placement, students receive a minimum of **1 hour of supervision per placement day (7.5 hours) for the first 180 hours (24 days), and 1 hour of supervision per 2 placement days for the remaining 120 hours (16 days).**

For external placements (PSYC534 and PSYC535), students need to **aim for 1 hour of supervision per two days (15 hours) on placement, noting that virtual group supervision provided by UNE Clinical Supervisors in the Placement Coordination Team contributes to these supervision requirements.**

Total Placement Hours

Professional activities, in addition to direct client contact and supervision, occur on all placements. These activities may include record keeping, attendance at meetings, case presentations, research on client problems, and familiarisation with relevant aspects of the placement organisation/site. Combined, these activities produce the total placement hours. Students need to **aim for a total of 7.5 hours for each placement day.**

Placement Days

The number of days suggested for each placement has been calculated on the basis of a 7.5 hour working day. This equates to 40 days for PSYC513 and 46 days for external placements (equating to 4-5 months in total at approximately 3 days/week). Placements are usually completed at a rate of 2, 3 or 4 days/week, however, the arrangements on any one placement are to be negotiated between the student and the field supervisor. As students have concurrent coursework and research to complete, 5 days/week placements are discouraged. As unforeseen circumstances and problems can sometimes delay the

completion of placement requirements, it is prudent to factor in such issues when planning days/timetables for placements.

Students on the MPsych(Clin) – Advanced Entry program will note the placement hours requirement for PSCY535 is 400 hours, or 54 days, to enable students to fulfil the total 750 hours of training of training required under the accreditation standards.

Other Issues Regarding Placement Hours

It is not unusual for some variation to occur in hours achieved at each of the three placements, however, it is not permissible to undertake extra hours at any one placement with the express purpose of reducing required hours at subsequent placements. Each placement has its own required hours, irrespective of whether greater hours might be accrued on other placements. Furthermore, such hours represent a *minimum* requirement, rather than a target.

Supervisors and students should also be aware that **achievement of the minimum required hours does not necessarily equate to completion of placement requirements. Supervisors must be satisfied that students are able to demonstrate the requisite clinical competencies in order to meet the learning outcomes of any placement unit. Additional hours may therefore need to be completed, over and above the required minimum, to enable the supervisor and the Placement Coordinator to determine that the learning outcomes for the placement have been met.**

In all circumstances, professional conduct and attention to the best interests of the client must come first. Therefore, on some occasions, additional hours may be required to finalise treatments, assessments, or other outstanding supervision matters. Completion of these matters is the criterion upon which the decision to finalise a placement is made.

Supervision on Placement

Supervisor Qualifications

Rule A & B: Placements generally need to be supervised by an experienced clinical psychologist (i.e., Area of Practice Endorsement in Clinical Psychology who is also a Board-approved Supervisor with the PsyBA.) APAC accreditation requirements allow one external placement in which a generalist psychologist provides on-site supervision. If the placement is within a specialised field (e.g., forensic, developmental, neuropsychology) it may be possible for a Board-approved Supervisor who holds an AoPE in the related field to provide supervision. Such arrangements are to be negotiated with the Placement Coordination Team.

Rule C and Advanced Entry: Placements need to be supervised by a clinical psychologist (i.e., Area of Practice Endorsement (AoPE) in Clinical Psychology) who is also a Board-approved Supervisor with the PsyBA. It may be possible for placements to be approved with a supervisor who holds an AoPE in another area of practice endorsement and is a Board-approved Supervisor. This is to be discussed with the Placement Coordination Team and the student is to supply a sound rationale for this arrangement, along with a copy of the supervisors CV.

Aims of Supervision

The aims of supervision are to: 1) assist students in the application of knowledge and skills gained from studies in psychology to professional clinical practice; 2) protect clients and students during the learning process; 3) promote ethical and professional standards of conduct and service; and 4) support the professional development of students in ways that will increase their effectiveness as future Clinical Psychologists.

Forms of Supervision

For external placements, supervision is to involve at least one hour of direct contact between a supervisor and student for every 2 days (i.e., 15 hours) of placement. Supervision can occur in both individual (one-on-one) format and group format. However, at least 50% of supervision is to occur in individual format. The Clinical Psychology Placement Supervisors on the UNE Placement Coordination Team may provide up to 40% of total supervision through virtual group supervision for

Advanced Entry students.

Supervision may vary from direct supervision of the student undertaking activities to more advanced discussion of activities and cases. The form of supervision may change over time as the student gains more experience and expertise. However, direct observation of the students practice is to occur over the course of the placement.

Supervisors are required to adhere to the Guidelines for Supervisors published by the Psychology Board of Australia.

Supervisor Obligations

Field supervisors are required to oversee all activities of students on placement. All reports and case notes written by the student arising from training undertaken as part of any internal or external placement must be signed or electronically endorsed by the responsible supervisor. For each external placement, students will be requested to supply a deidentified case note, cosigned by the supervisor, prior to the end of placement. Supervisors are also asked to sign the Case Report Cover page to indicate that the case described was undertaken by the student whilst on placement.

It is an accreditation requirement that the supervisor directly observe the student's practice. Thus, supervisors are asked to directly observe a minimum of two client sessions conducted by the student. This may occur face-to-face or via audio or video format, in accordance with the relevant APS Ethical standards.

Field supervisors are requested to utilise the "Supervisor Comments" section of the log book. While obviously every activity will not require comment, the supervisor comments column can provide a valuable record of student progress. Consistent documentation in this area is also likely to enable timely recognition and rectification of any problems that might arise during the placement. Regular field supervisor comments made in relation to areas covered by the initial contract, mid-placement review and final placement review can provide continuous monitoring of these key areas.

Placement Evaluation

Mid- and End- of Placement Reviews

The mid-placement review meeting is a meeting between the student, Supervisor, and Clinical Psychology Placement Supervisor. The end-of-placement review is typically a meeting between the student and supervisor only. Where possible these will be done in person, otherwise by video-link or telephone. **The student, in consultation with the supervisor, must contact the UNE Placement Coordination Team to arrange a time for the mid-placement review.** At the review meeting, any areas of satisfaction or dissatisfaction from either the student or the supervisor is to be discussed, as are any changes to the original goals or any other relevant placement-related matters.

Any problems or issues raised in the mid-placement review should be formulated as specific goals to be addressed through the remainder of the placement. A completed mid-placement evaluation form, signed by the supervisor and the student, is to be submitted via AskUNE to the UNE Placement Coordination Team within one week of the review (with copies kept by the supervisor and the student).

At the end of a placement a final assessment is conducted (using the CΨPRS and End of Placement Review Form) as to whether the placement has been completed to a suitable standard, whether further time is necessary to meet requirements, or whether the student has failed to meet requirements and is unlikely to do so with further work. Feedback is provided regarding specific areas of student performance. In preparation for the review, the student can complete their own CΨPRS form as a self-reflection exercise to discuss with their supervisor. The student is also required to provide an assessment of the placement as part of the end of placement review and has the opportunity to respond to assessment/comments by the supervisor. The student is also given opportunity to provide anonymous feedback on the placement unit.

The UNE Placement Coordination Team is to communicate with the field supervisor as needed (in person, by telephone or by email) regarding the placement evaluation. Documentation is to be submitted **via the respective myLearn Placement unit site** to the UNE Placement Coordination Team no later than one week following the placement period being finalised (with copies to be held by the field supervisor and student).

If a UNE supervisor is involved in a co-supervisory role, s/he should make a relevant contribution to completion of mid-placement and final placement evaluations, including specification of the type (e.g., telephone, email, face-to-face) of contact and frequency of supervision provided, and any other relevant issues/comments.

Students are to take a copy of their End of Placement Evaluation and CΨPRS form from their last placement to the next placement to show their new supervisor. This will help decide on goals for the student to write in their new Placement Supervision Form.

Assessment of Pass or Failure

As outlined above, field supervisors formally assess student progress at the mid-placement and end-of-placement reviews. Formal assessment of whether a student has satisfactorily completed a placement will be made by the Placement Coordination Team, based on the mid-placement review, final placement review, any other reports completed by field supervisors, any other relevant information provided to the Placement Coordination Team, and the grading of the case reports. In the case of major discrepancies between the field supervisor's and the Placement Coordination Team's evaluations of the student's performance, other clinical psychology program staff may be involved in this evaluation. 'Below standard' ratings by the supervisor in both the mid-placement and final placement review is considered as the student failing the placement. This may result in the student having to undertake the placement again, or have the placement extended to demonstrate the required competencies or withdraw from candidature. If a student disagrees with a ruling of failure for a placement, they may appeal in accordance with the UNE Student Appeals Policy, Item 2: *Appeals related to assessment of practical and/or professional work experience*: see UNE Student Appeals Policy.

Evaluation of Placements by Students

Students are asked to provide formal evaluation of each placement and their own progress at the mid- placement and end-of-placement reviews.

Students are also given the opportunity to provide anonymous feedback on each placement unit through the University's independent process of student evaluation of units.

Concluding Placement Activities

Planning is required to ensure that all placement activities are finished in a timely manner and without placing undue stress on supervisors. To this end, students are to submit drafts of final reports from any assessment to their supervisor no later than 4 weeks prior to the end of the placement (2 weeks from the time of the end of the assessment thereby allowing 2 weeks for feedback and final editing).

Responsibilities

Student Responsibilities

Students are responsible for the following:

- Adhering to the APS Code of Ethics and University Rules in relation to expected professional and ethical behaviour in carrying out their work on placement.
- Meeting all compliance requirements for the duration of candidature and uploading mandatory documentation to InPlace as evidence of meeting these requirements.
- Submitting required pre-placement documentation to the Placement Coordination Team and ensuring the placement has been approved prior to commencing.
- Setting training objectives for placement in liaison with supervisor, with reference to development needs from previous placement evaluation (CYPRS and End of Placement Review).
- Maintaining an up-to-date and accurate log book; regularly providing this to their supervisor for review and sign-off; submitting signed monthly log book to the Placement Coordination Team for review.
- Presenting all case notes and reports to supervisor for countersigning. Supplying a deidentified case note, co-signed

by the supervisor, to the Placement Coordination Team prior to the end of placement.

- Preparing for supervision
- In consultation with supervisor, contacting the UNE Placement Coordination Team to arrange a time for the mid- and end-of placement reviews.
- Completing student section of Mid- and End-of-Placement Review Form in preparation for mid- and end-of-placement reviews. Completing self-evaluation using the student version of the CYPRS tool prior to end of placement review. Completing unit evaluation at end of placement unit.
- Communicating effectively with the supervisor and the Placement Coordination Team, e.g., raising any issues which arise on placement with their supervisor in the first instance, and if necessary, with the Placement Coordination Team to ensure timely resolution of issues.
- Using time-management skills to balance the demands of placement and academic work.
- Engaging in self-care activities and taking up available support provided by the University as appropriate.
- Notifying the supervisor and the Placement Coordination Team of sickness or other absence and upon return to placement.

Supervisor Responsibilities

Field supervisors are responsible for the following:

- Liaising with the Placement Coordination Team prior to student commencing placement, to ensure all requirements are met and placement has been approved.
- Setting training objectives for placement with student, with reference to development needs identified at previous placement evaluation (CYPRS and End of Placement Review).
- Overseeing all activities of students on placement.
- Reviewing and countersigning or electronically endorsing all reports and case notes written by the student arising from training undertaken as part of any internal or external placement. Signing the Case Report Cover page to indicate that the case described was undertaken by the student whilst on placement.
- Directly observing the student's practice in a minimum of two client sessions conducted by the student. This may occur face-to-face or via audio or video format, in accordance with the relevant APS Ethical standards.
- Regularly reviewing and signing the student's log book as an accurate reflection of work completed by the student on the placement.
- Providing regular feedback to students utilising the "Supervisor Comments" section of the log book. (Not every activity will require comment, but regular feedback in this format provides continuous monitoring of competency development and enables timely recognition and rectification of any problems that might arise during the placement.)
- Completing assessment of student performance using the CYPRS tool and completing supervisor section of Mid- and End-of-placement Review Form in preparation for mid- and end- of placement reviews.
- Communicating effectively with the student and the Placement Coordination Team, e.g., raising any issues which arise on placement with the student in the first instance, and if necessary, with the Placement Coordination Team to ensure timely resolution of issues.

University responsibilities

The UNE Placement Coordination Team is responsible for the following:

- Liaising with potential supervisors and students to arrange placements.
- Reviewing and approving all student placements in order to ensure they meet requirements.
- Tracking student progress across training placements and ensuring a diversity of placement opportunities to meet students' training needs.
- Establishing Placement Agreements between the University and the placement organisation and providing proof of insurance and indemnity upon request.
- Providing monthly virtual group supervision to students enrolled in PSYC534 and PSYC535.
- Ongoing liaison and communication with field supervisors from pre-placement through to end-of-placement evaluation, on an "as needed" basis.
- Attending mid-and end-of-placement reviews at a time-point identified by the student and the supervisor.
- Assisting with resolving any issues which are brought to their notice, either by supervisor or student

- Formal assessment of whether a student has satisfactorily completed a placement, based on the mid-placement review, final placement review, any other reports completed by field supervisors, any other relevant information provided to the Placement Coordination Team, and the grading of the case reports.

Communication/Liaison Between UNE and Field Supervisors

It is a central aim of the UNE Clinical Psychology Program to foster ongoing liaison and communication between field supervisors and UNE Clinical program staff — a process that occurs from pre-placement through to end-of-placement evaluation. UNE staff will liaise with the field supervisor at the mid- Placement review and as needed throughout the placement, either in person or via electronic means.

Ongoing active communication between the UNE Placement Coordination Team and field supervisors will occur, by email or telephone, as relevant issues arise or just to keep in touch regarding progress. Such ongoing communication will also occur between the UNE Placement Coordination Team and students.

Insurance

Students on **unpaid UNE placements** that have been approved by UNE are covered by UNE insurance, including Professional Indemnity Insurance (note: this is a requirement for your application for provisional registration). Please note that there are specific protocols for the release of insurance certificates upon the request of the placement provider. To obtain a copy of the UNE Insurance Certificate of Currency, students will need to complete the Details for UNE Insurance Form located on Post Graduate Community MyLearn site and submit this, along with a copy of their Placement Supervision Form that has been signed by the Placement Coordinator. The certificates will be submitted to the placement provider directly by the UNE insurance office, as proof of indemnity insurance.

For students who undertake placement in an employed capacity, the responsibility to provide appropriate insurance cover lies with the employer or directly with the student. When the responsibility falls on the student, they are required to submit a copy of their Professional Indemnity Insurance to the Placement Coordination Team via AskUNE.

Difficulties on Placement

Difficulties can occur on placement due to the nature of the placement itself, the clinical work or with the supervisory relationship. **Supervisors and students** are encouraged to raise any concerns in supervision in the first instance. If the difficulties are unable to be resolved within supervision, then it is appropriate for students or supervisors to contact the UNE Placement Coordination Team via AskUNE using the subject header “Psychology Placements” (for students) or psych-placements@une.edu.au (for supervisors). One of the Clinical Psychology Placement Supervisors can assess and help problem-solve any difficulties and, if necessary, facilitate a discussion between the student and supervisor. Supervisors are encouraged to review the [Procedure for Managing Difficulties on Placement \(Appendix B\)](#).

Managing Fitness for Practice Issues and Notifiable Conduct

Provisional or Generalist Psychologists are registered health practitioners and as such subject to Health Practitioner Regulation National Law. Provisional and Generalist Psychologists are mandatory notifiers and may themselves be the subject of a mandatory notification. Teaching staff and clinical supervisors are also registered health practitioners. To understand your legal responsibilities, please refer to the [Guidelines: Mandatory Notifications About Registered Health Practitioners](#), published by AHPRA for details.

A mandatory notification must be made if there is reasonable belief that a health practitioner is placing the public at risk of substantial harm due to:

- impairment
- intoxication while practising

- a significant departure from accepted professional standards, or
- sexual misconduct.

Where a clinical supervisor or staff member has concerns about potentially notifiable conduct of a health practitioner (student) on the program, the *Procedures for managing fitness for practice issues and mandatory notifications* will be followed ([Appendix C](#)). Please contact the Placement Coordination Team to discuss your concerns and for support to formulate a plan to address the issues of concern.

The student may discuss the incident(s) with their supervisor or another registered psychologist in the program, to clarify the risk level and whether a report is required, and if necessary, to determine who best to make the notification.

The Head of School of Psychology and the Course Director will be notified of the offending conduct of the registered health practitioner by the student or by the primary supervisor or other person consulted, whether or not a notification to AHPRA is made.

Action the School may take when the conduct is not notifiable conduct but is concerning behaviour

The Placement Coordinator and Program Director may recommend to the Head of School, based on the reported conduct/behaviour, that any one or more of the following actions be taken:

- a. the student be suspended from the course for a period of time,
- b. that their enrolment be terminated,
- c. that they be given a warning; or
- d. that a particular risk management strategy be adopted to monitor the conduct.

If a recommendation is made to the Head of School that certain action be taken against a student based on their conduct, the Head of School must advise the student of the recommendations made and provide the student with an opportunity to show cause as to why such an action should not be taken, and for their evidence to be presented prior to deciding on whether or not to implement any of the recommendations. Any ongoing disagreement concerning managing the student's behaviour will be directed to the School Teaching and Learning Committee (STLC) for resolution. A decision of the STLC in relation to a matter referred to it above is final.

Self-Care

Supervisors can play an important role in modelling the use of good self-care strategies as a practising psychologist. Students are encouraged to utilise placement as an opportunity to apply and develop their repertoire of self-care strategies in order to be able to sustain themselves throughout their future practice.

Students are reminded that self-care relates to what they do both during placement and outside of placement to look after their holistic wellbeing. The importance of self-care in the overall objective of meeting study, placement, family and work commitments (personal and professional commitments) is underlined.

Professional self-care includes strategies such as supervision, professional development, recording case notes and following workplace health and safety procedures. Personal self-care strategies relate to managing the various elements of one's life and we acknowledge that everyone's approach to personal self-care will be different.

Students are reminded of their ethical duty to look after their own well-being in order to ensure "that their emotional, mental, and physical state does not impair their ability to provide a competent psychological service" (APS Code of Ethics). As such, students are actively supported and encouraged to seek help should they have any concerns about their emotional or physical well-being and are provided with details of the support which is available through the University (see below).

Support for Students on External Placement

Support from the Placement Coordination Team

For any difficulties or challenges on placement, please contact the Placement Coordination Team - we are here to support you. The Placement Coordination Team will hold monthly virtual placement meetings to assist students to feel connected whilst on an external placement. This will provide students the opportunity to meet fellow students in their cohort, share their journeys, ask questions or provide feedback to the Placement Coordination Team.

Accident, injury or safety incident

As per the UNE Work Integrated Learning Procedure (Clause 8, part d, l) students are to contact the Placement Coordination Team at the earliest opportunity in the event of an accident, injury or safety incident whilst on Placement.

Contact details: Phone **02 6773 2545** or via askune@une.com.au using the subject header "Psychology Placements".

Students may also raise unresolved concerns or issues that are impacting adversely on their participation in the Placement (including issues related to supervision, intellectual property rights, conflicts of interest and/or concerns regarding their safety and well-being) with the Placement Coordination Team.

Welfare and general wellbeing

While on external placement, students continue to have access to the following student support services provided by the University for all enrolled students:

- [UNE Life](#) delivers professional services to the UNE community with the purpose of providing an outstanding experience for students, staff and community members. These services include:
- [SportUNE](#) A major sporting facility offering extensive exercise and health programs to the UNE and wider community.
- [Advocacy and Welfare](#). Provides independent advocacy, welfare and food and support services to UNE students.
- [Employability & Careers](#). All things careers - UNE's Career Toolkit, work placements and individual support.
- [Scholarships](#) A wide range of scholarships, prizes and emergency assistance.
- [UNE Accommodation](#) Live on Campus in one of our colleges.
- [UNE Life Safety & Security](#) Keeping people safe on campus 24/7.
- [UNE Safe app](#) The App provides information relating to emergency contacts, a safety shuttle schedule, campus maps, and emergency response plans.
- [Yarm Gwanga](#). This centre provides childcare for students as well as staff and the community.
- [International Service](#). Advice, support and services for international students.
- [UNE Medical Centre](#) A UNE owned medical centre offering a range of services to students, staff and the Armidale community run by experienced doctors and registered nurses.

Training, Development and Support for Field Supervisors

UNE acknowledges and values the critical role of field supervisors in supporting our students to acquire graduate competencies in clinical psychology. To maintain and develop our network of supervisors we offer:

- Support to undertake Board-approved supervisor (BAS) training
- Masterclasses to maintain BAS status
- On-campus CPD workshops and links to research seminars
- Opportunities to participate in governance and review committees
- Peer consultation for 'supervision of supervision'

Appendix A: Logbook Example

UNE Log Book - Master of Clinical Psychology															
Unit: PSYC523				Student to complete											
Placement Service: The Better Health Generation				Supervisor to complete											
Supervisor:				Do not enter information into this column. The column auto-calculates and translate minutes to hours											
Student:				Time should be logged as minutes (e.g., half an hour = 30). The logbook will automatically convert minutes to hours.											
Student number:															
#	Week	Date	Description of Contact/Supervision	Reflections	Supervisor Comments	Client Contact		Individual Supervision		Group Supervision		Other Activities		Total	
						Record minutes	This column will auto-calculate and translate minutes to hours	Record minutes	This column will auto-calculate and translate minutes to hours	Record minutes	This column will auto-calculate and translate minutes to hours	Record minutes	This column will auto-calculate and translate minutes to hours	Total (will auto-calculate minutes)	Total (will auto-calculate and translate minutes to hours)
1	1	10.08.2021	Client contact: all five clients attended their appointments. Followed up on two clients who did not attend. Session notes and report writing. Liaised with team, including Youth Worker and Employment Consultant, for progression and update. Client 1 presented with generalised anxiety disorder, and the session included psychoeducation about anxiety, the role of thoughts in driving the anxiety, and introduction to grounding	One client appeared really resistant to therapy due to past experiences with a range of different clinicians. Decided to spend more time on building rapport with client.		200	3.33		0.00		0.00	190	3.17	390	6.50
2	1	10.08.2021	Individual Supervision with Dr Sam. Discussed current case load across all three sites. Discussed overview and benefits of motivational interviewing.	Dr Sam sent resources on motivational interviewing which were quite informative. We also discussed importance of multi-modal approach, working with psychiatrists, and the differences between psychology and psychotherapy which was interesting.			0.00	60	1.00		0.00		0.00	60	1.00
3	1	11.08.2021	Client contact: all five clients attended their appointment today. Session notes and report writing completed. Liaised with the treatment team for updates on risk and for guidance regarding treatment planning.	clients attending today. Particularly because I have a lot of session notes to complete and have group supervision scheduled. Perhaps I need to get into the habit of completing progress notes whilst in session.		315	5.25		0.00		0.00	75	1.25	390	6.50
4	1	11.08.2021	originality of CBT and principles 1, 2, and 3 of CBT by Judith Beck. Discussed the importance of evolving formulation, therapeutic alliance and active participation.	cards in therapy to build on the principles discussed in supervision today. I think this would be really great, particularly for my younger clients.			0.00		0.00	60	1.00		0.00	60	1.00
			Client contact: Four clients attended their appointment today via phone.	A lot of admin work today which I											

Appendix B: Supervisor Guide: Managing Difficulties on Placement

This guide describes the procedure for managing difficulties on placement. From time to time, supervisors may experience difficulties with the student whilst on placement. This may include difficulties with:

- conduct,
- ethical behaviour,
- avoidance of tasks,
- receptiveness to feedback,
- concerns regarding placement progression,
- concerns regarding management of clinical work,
- concerns regarding fitness to practice,
- non-attendance at supervision

If difficulties arise on placement, the supervisor is encouraged to discuss this with the student as soon as possible in order to support the student. It is recommended that the supervisor:

Step 1: Inform the Student of Concerns

- 1) Advise the student of your concern and the competency domain the concern relates to;
- 2) Reiterate the professional behaviour expectations for students on placement: As per the Course Handbook “Candidates may have their candidature terminated on the grounds of unsatisfactory progress or unprofessional or unethical conduct... The student will be given the opportunity to show cause as to why such action should not be taken.”
- 3) Advise the student that you want to support him/her to remain on placement and would like to speak with him/her about your concerns following the next Group Supervision or during Individual Supervision. If necessary, inform the student of any preparation they are required to complete for the meeting (i.e., reflect on problem areas, identify barriers and contemplate solutions; devise a task list to complete outstanding workload). Advise that this plan will be checked regularly.
- 4) Advise the student if they are having difficulties outside of placement (e.g., personal issues, illness or injury, other stressors) to advise the supervisor and the Placement Coordination Team (via AskUNE) so that the circumstances can be taken into consideration and alternative support offered, if appropriate.

Step 2: Make a Plan with the Student to Manage the Concern

During your face-to-face conversation with the student:

- 1) Re-iterate your concerns and the consequences of the student's actions;
- 2) Ascertain the problem from the student's perspective;
- 3) Discuss any preparatory information you have asked the student to complete;
- 4) Collaboratively create a specific and time-limited plan with the student to manage the concern. This may include devising a SMART Goal or engaging in problem-solving.
- 5) Discuss with the student the specific course of action they are required to take and how performance should be monitored. For example, utilising the Reflection section and Supervisor Comments section of the Logbook may provide a useful mechanism to review the student's progression towards goals/tasks.
- 6) Inform the student of the consequences of not following the agreed upon course of action. For example, risk of failing the placement, receiving a 'unsatisfactory' grade on the placement review.

Step 3: Monitor Progression

Monitor the student's progression in the manner that you have agreed upon.

Step 4: Inform Placement Coordinator if Difficulties Persist

If these difficulties persist, please contact the Placement Coordinator. The Placement Coordinator can assess and help problem-solve any difficulties with the student and, if necessary, facilitate discussion between the student and supervisor

Appendix C: Procedure for managing fitness for practice issues and mandatory notifications

SECTION 1 – OVERVIEW

(1) These Procedures are for the guidance of UNE Representatives and Students in relation to fitness for practice issues, including the mandatory reporting of “notifiable conduct” of a registered health practitioner, in accordance with the *Health Practitioner Regulation National Law (NSW) No 86a* and the *Guidelines for Mandatory Notifications* published by the Psychology Board of Australia. These Procedures should be read in conjunction with the *Guidelines: Mandatory notifications about registered health practitioners* published by the Psychology Board of Australia (March 2020).

(2) In order to achieve registration to practice as a psychologist in NSW, a student must complete a six-year accredited program of study comprising a master’s degree qualification, or equivalent approved qualification.

The Psychology Board of Australia (**Board**) has determined that students who are in years five and six of an accredited program *must* apply for registration as a provisional psychologist with the Board.

(3) A student who is granted provisional registration as a psychologist is registered to practice psychology, on the condition that their practice is supervised, for the required period. This means that a provisionally registered psychologist may engage in consultation with the members of the public under supervision. It also means that a provisionally registered psychologist is bound by the laws which apply to “*registered health practitioners*” under the *Health Practitioner Regulation National Law (NSW) No 86a (National Law)*.

(4) Registered provisional psychologists undertaking an accredited 5th or 6th year program are not considered to be students under the National Law. The provisions of the National Law that apply to students therefore do not apply to psychology students at the University.

(5) The National Law provides that *registered health practitioners, must* notify the National Agency of “**notifiable conduct**” of another registered health practitioner (s141(1)(a)).

This means that a provisionally registered psychologist has a legal duty to report “notifiable conduct” of another registered health practitioner. Notifiable conduct of a provisionally registered psychologist may also be the subject of mandatory notification to the Australian Health Practitioner Regulation Agency (AHPRA) by another registered health practitioner (for example their supervisor) or another staff member of the University who is a registered health practitioner.

UNE Postgraduate Professional Psychology Programs Procedures
Procedure for managing fitness for practice issues and mandatory notifications

1

Provisionally or Generally Registered Psychologists who make notification in “good faith” are protected from civil, criminal and defamation actions. Legally mandated notification requirements override privacy laws.*

SECTION 2 – SCOPE

(6) These procedures relating to the management of fitness for practice issues and the requirement to report notifiable conduct apply to the following:

- a. Program Directors, Course Coordinators and Unit Coordinators of psychology post-graduate coursework programs;
- b. Registered psychologists involved in teaching, supervising, administering and arranging clinical training, including supervisors;
- c. Head of School of Psychology; and
- d. Students (as defined below).

SECTION 3 – DEFINITIONS

(7) "**impairment**", in relation to a person, as defined within Health Practitioner Regulation National Law (NSW) – Section 5, means that the person has a physical or mental impairment, disability, condition or disorder (including substance abuse or dependence) that detrimentally affects or is likely to detrimentally affect-

- a. for a registered health practitioner or an applicant for registration in a health profession, the person's capacity to practise the profession; or
- b. for a student, the student's capacity to undertake clinical training-
 - (i) as part of the approved program of study in which the student is enrolled; or
 - (ii) arranged by an education provider.

(8) **Notifiable Conduct** in relation to a registered health practitioner, as defined within the Health Practitioner Regulation National Law (NSW) – Section 140, means that the registered practitioner has:

- a. practiced whilst intoxicated by alcohol or drugs (so that their capacity to exercise reasonable care and skill is compromised);
- b. engaged in sexual misconduct in connection with the practice of the practitioner's profession;
- c. placed the public at risk of substantial harm in the practitioner's practice of the profession because the practitioner has an impairment; or
- d. placed the public at risk of harm because the practitioner has practiced the profession in a way that constitutes a significant departure from accepted professional standards.

* See section 237 which provides protection from civil, criminal and administrative liability for persons who, in good faith, make a notification under this Law. Section 237(3) provides that the making of a notification does not constitute a breach of professional etiquette or ethics or a departure from accepted standards of professional conduct and nor is any liability for defamation incurred.

(9) **Public** means, in the context of notifications, any person who accesses the services of a registered health care practitioner (including a provisionally registered practitioner) or the wider community which could potentially have been placed at risk of harm by the practitioner's services.

(10) **Student** means, for the purposes of this procedure, a student enrolled in a postgraduate professional program in psychology at the University who is registered with the Board as a health practitioner with provisional or full registration status.

(11) **Substantial risk of harm** is considerable harm, such as failure to correctly or appropriately diagnose or treat a patient because of the impairment. It has been defined by the Health Care Complaints Commission Tribunal as "something more than a bare risk but less stringent than special, exceptional or unusual" risk.

SECTION 4 – PROCEDURES

Registration and compliance with National Law

(12) All applicants accepted into a postgraduate professional program in psychology must apply for Provisional Registration with the Board, prior to their commencement of the program at UNE, if they do not already hold General Registration as a Psychologist.

(13) A person who applies for registration with the Board must disclose to the Board, at the time of application and/or renewal, details of any impairment. As per the definition in National Law, an impairment refers to any physical, medical or psychological condition that detrimentally affects or is likely to detrimentally affect the person's capacity to practise the profession, or for a student, the student's capacity to undertake clinical training. In the case of an impairment which is currently well managed, but which could impact on a student's capacity to undertake clinical training, (e.g., related to a chronic medical condition, physical or cognitive disability, or mental health condition), a person must disclose to the Board the nature of the impairment and current treatment or management plan.

If students are unsure whether or not they need to make a disclosure to the Board, they are encouraged to contact the Board to discuss their individual circumstances. Diversity is valued within the profession of psychology, and an impairment which is well managed is not a barrier to registration. The Board considers the potential risk to the public and

supports practitioners who have an impairment to put measures in place to mitigate and manage any identified risk in relation to an impairment.

Where an impairment has been disclosed to the Board, the student must also notify the Director of the Clinical Program and the Placement Coordinator about the impairment and provide a Fitness for Practice Certificate signed by their Medical Practitioner that indicates full clearance to perform duties of placement.

The student will be provided with information and encouraged to engage with support services at the University which can assist with managing impairments and overcoming barriers to participation in a program of study, including the Student Access and Inclusion Office and UNE Counselling Service.

(14) Where the Board has imposed conditions on a student's registration, the student is required to provide a signed copy of the full conditions to the Head of School, and to provide appropriate evidence of compliance with conditions.

Where conditions relate to supervision, the student is required to provide full details of the supervisor monitoring their clinical practice and compliance with Public Conditions and evidence that this supervisor has been approved by the Board to act in this capacity. For any placement to be approved, the student is required to submit a Placement Supervision Contract completed and signed by the Board-approved supervisor supporting the student to meet the supervision condition in order to have a placement approved. Where this supervisor is external to a nominated placement site, they will act as secondary supervisor to the nominated primary onsite supervisor.

(15) All Course Handbooks for postgraduate professional programs in psychology will inform students that as a psychologist with provisional or general registration, they must comply with the National Law as a "registered health practitioner", including the mandatory notification provisions in relation to notifiable conduct.

Notifiable conduct of a student (registered practitioner)

(16) A student who practises their profession whilst under the supervision of University staff who are registered psychologists, including staff and appointed adjunct supervisors, such as in clinical placement supervisors, is subject to mandatory reporting requirements where their conduct is notifiable conduct.

(17) A registered health practitioner who holds a reasonable belief through observation or direct knowledge, that a student has, in the course of practising the profession, potentially engaged in conduct which is notifiable conduct must inform the student's primary supervisor as soon as practicable (if that person is not the same person).

(18) The primary supervisor (or the Placement Coordinator, acting upon the advice of the supervisor) may immediately suspend, without notice, any services which that student provides to the public and other activities that the student is engaged in as part of the course, on a case-by-case basis, including participation in clinical placements, following a report of potential notifiable conduct of a student under their supervision.

(19) The student concerned must attend a meeting with their primary supervisor and with the registered health practitioner who holds the reasonable belief that the student's conduct is notifiable conduct (if that person is not the primary supervisor themselves) to discuss the concerning behaviour/conduct and to give the student an opportunity to explain their behaviour/conduct. This meeting may take place after a notification to AHPRA has been made.

(20) The primary supervisor (or a third party appointed by agreement of the parties) will record the meeting either in writing or by electronic or video recording.

(21) Following the meeting, all parties must agree in writing to the official record of the meeting. The student will be provided with a copy of the official record and with the supervisor's findings based on the meeting. A copy of these records will be kept on the student's academic file.

(22) The primary supervisor may implement and adopt a risk management plan agreed with the student or take other action as appropriate (including making a notification to AHPRA if he/she has not already done so) based on the outcome of this meeting. The primary supervisor may also direct that the matter be referred on to the Placement Coordinator and

Program Director/Course Coordinator for their further consideration.

(23) Whether the primary supervisor decides to refer the matter to the Placement Coordinator and Program Director/Course Coordinator, the student will be informed that the matter will be *notified* to the Placement Coordinator and Program Director/Course Coordinator, even if their behaviour/conduct does not result in a notification to AHPRA or require further action.

(24) If the matter is referred to the Placement Coordinator and Program Director/Course Coordinator, the primary supervisor will meet with them to assess the level of risk to the public as a result of the conduct, discuss the need for and implementation of a management plan to avoid a repetition of the offending behaviour/conduct and, where applicable, to support the primary supervisor's notification to AHPRA.

(25) The student will be informed in writing as to the decisions reached in that meeting, including whether or not the conduct will be notified to AHPRA and any further recommendations to be made to the School of Psychology in relation to the student's conduct. A copy of the reported decision provided to the student will be kept on the student's academic file.

(26) If it is determined that the conduct of the student is notifiable conduct, the Head of School of Psychology will be informed, and he/she may support or make the report on behalf of the person concerned to AHPRA.

(27) 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 conduct/behaviour that was observed and the date/time/location of the incident.

(28) If the matter is notified to AHPRA, a student's suspension from their placement and professional duties will continue until AHPRA returns a decision on appropriate action.

Student's mandatory reporting of notifiable conduct

(29) A student who *observes* or has knowledge of notifiable conduct of a registered health practitioner, including their peers, staff at the University (including their supervisor) and their field supervisors (adjunct supervisors (placement)), must ensure that they comply with the law with respect to mandatory notification and follow the *Guidelines for Mandatory Notifications* published by the Board.

(30) The student may discuss the incident(s) with their supervisor or another registered psychologist in the program, to clarify the risk level and whether a report is required, and if necessary, to determine who best to make the notification.

(31) The Head of School of Psychology and the Course Director will be notified of the offending conduct of the registered health practitioner by the student or by the primary supervisor or other person consulted, whether or not a notification to AHPRA is made.

Action the School may take when the conduct is *not* notifiable conduct but is concerning behaviour

(32) The Placement Coordinator and Program Director may recommend to the Head of School, based on the reported conduct/behaviour, that any one or more of the following actions be taken:

- a. the student be suspended from the course for a period of time,
- b. that their enrolment be terminated,
- c. that they be given a warning; or
- d. that a particular risk management strategy be adopted to monitor the conduct.

(33) If a recommendation is made to the Head of School that certain action be taken against a student based on their conduct, the Head of School must advise the student of the recommendations made and provide the student with an opportunity to show cause as to why such an action should not be taken, and for their evidence to be presented prior to deciding on whether or not to implement any of the recommendations. Any ongoing disagreement concerning managing the student's behaviour will be directed to the School Teaching and Learning Committee (STLC) for resolution. A decision of the STLC in relation to a matter referred to it above is final.