



**SCHOOL OF PSYCHOLOGY**

***MASTER OF PSYCHOLOGY  
(CLINICAL)***

**PLACEMENT HANDBOOK**

**2012**

***Placement Coordinator:***

**Dr Michael Proeve**



# CONTENTS

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CONTENTS.....	3
Communication And Review Mechanisms .....	6
Placement Documents.....	7
Guidelines For The Preparation Of Placement Contracts .....	8
Approved Institutions For Placements.....	9
Insurance During Placements.....	9
Role Of The University Supervisor .....	9
Summary Of Guidelines For Practicum Placements .....	10
Scientist Practitioner Minor Placement.....	14
APPENDIX A: School of Psychology Placement System and Requirements.....	15
APPENDIX B: Assessment Forms “Placement Supervisor                      Report, 2012” .....	18
APPENDIX C: Example of Placement Contract .....	26
APPENDIX D: Example of Clinical Placement Log Book .....	31
LOGBOOK SUMMARY .....	34
APPENDIX E: Mid-Placement Review.....	35
APPENDIX F: Continuing Professional Development Activities.....	36
Recording of Continuing Professional Development activities.....	36
Record of Continuing Professional Relevance .....	37
Continuing Professional Development Log Sheet.....	1

PSYCHOL 7141 Placement I  
PSYCHOL 7142 Placement II  
PSYCHOL 7143 Placement III

The placement system is explained fully in Appendix A

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**Prerequisites:**

Acceptance into the Master of Psychology (Clinical) program PSYCHOL 7130 Evidence-based Practice, PSYCHOL 7131 Interviewing & Intervention, PSYCHOL 7133 Abnormal Psychology , PSYCHOL 7132 Psychological Assessment

During the program students will complete three field placements under the supervision of clinical psychologists who are members or eligible for membership of the APS College of Clinical Psychologists. Students must ensure that they are provisionally registered as a clinical psychologist before commencing placements. Details of provisional registration can be found in the Clinical MA handbook. The first placement for fulltime incoming students will be arranged for Semester 2. One of the three placements required may be available in clinical settings affiliated with the School of Psychology. **While every attempt will be made to allocate students to a placement in a timely manner, occasionally this cannot be achieved, and flexibility is needed.** Opportunities may also exist for placements in country settings i.e. outside of the Adelaide Metropolitan area. Mr. Andrew Livingstone (Rural and Remote Mental Health Services) is the School Rural Placements Coordinator.

Students are encouraged to find out as much as they can about an agency before applying for a placement. Students will be invited to provide placement preferences before each round of allocations, with comments about any special considerations that affect them. Allocations of students to Placement agencies occurs by the School (if affiliated with the School) or at a meeting of the University Placement Allocation Committee (UPAC), which includes as members, the Placement Coordinator of all the Master of Psychology (Clinical) programs in South Australia, with student representation and administrative support. This arrangement was introduced in 2000 to facilitate equitable access to Placement opportunities for students. Professional training in clinical psychology depends on the goodwill and expertise of practising psychologists who accept the task of supervision, and we acknowledge their vital contribution with gratitude. Supervisors and students are notified of the allocations well before the beginning of placement. It is normally not possible to complete a placement through other than these arrangements; in particular students may not negotiate placements directly. If students wish to request a specific placement they must ask the Placement Coordinator to negotiate this on their behalf.

**Students will be notified of their placement allocation via their University student email. It is the student's responsibility to ensure that they check their email for this correspondence.**

As recommended by the APS College of Clinical Psychologists (see their Course Approvals guidelines as in your Program Handbook), we are seeking to establish a placements system in which all Clinical Program students have one placement at the School clinic (in our case, the Centre for Treatment of Anxiety and Depression (CTAD) at Thebarton).

In order to gain access to the clinical supervision that is so crucial to student skills development, and in order to address the serious lack of mental health services outside the metropolitan area, another requirement in future may be the need for some placements to be carried out in rural areas. The Placement Coordinator will continue to monitor student progress and skills development, in order to achieve the best learning results for all our graduates.

After arranging Placement allocations, the Placement Coordinator will allocate a potential internal supervisor with interests in applied psychology to each placement. The identity of internal supervisors will be determined by the Placement Coordinator, in the interest of balancing staff workloads.

It is each student's responsibility to gain experience in administering and scoring the most commonly-used tests before they start their fieldwork Placements. Skills-training plus knowledge of how to choose and evaluate tests is contained within Psychological Assessment and other courses. Supervisors do not expect students to have mastered every test used in their agency but neither do they expect to have to teach how to give a WISC-IV or WAIS-IV. Students may wish to discuss with the external supervisor, when they first phone to make contact, what tests are most commonly used in that agency, and then should familiarise themselves with the manual instructions and have adequately practised their use.

The School Test Librarian will be happy to help arrange short-term loans of test materials from the Test Library for this purpose. If rehearsal involves members of the public rather than fellow students, students must remember their obligations for confidentiality and sensitivity in the feedback of results.

In addition to testing practice, students need to ensure they have reviewed their coursework materials in relevant areas and are up to date with matters such as:

1. Current legislation and policies affecting mental health services in SA.

The BSL Librarian Maureen Bell keeps excellent updates and a comprehensive collection of full text sources at her webpage: <http://www.adelaide.edu.au/library/guide/med/menthealth/> . In addition the School Test Library has copies of relevant policy documents affecting the implementation of the Mental Health Act 1993 (SA).

2. Psychopharmacology

The latest edition of the *Australian Medicines Handbook*, electronic version, can be found on line <http://proxy.library.adelaide.edu.au/login?url=http://amh.hcn.net.au>

The book describes the categories, names and functions of medications prescribed in Australia, with summaries of treatment efficacy based on independent evidence as well as expert consensus. It will be helpful to master the names and effects of the most commonly-used psychotropic drugs for clients of the Placement agency.

The conditions and standards of student Placements will be set out in a contract (see below), drawn up by the student, university supervisor and the field supervisor. Placements will normally occur during 5 half-days per week for 21.5 weeks or the equivalent of 54 days. A longer period will be negotiated between the student, field supervisor and internal School supervisor, if this is considered necessary for satisfactory completion of the placement.

Some agencies set out specific procedures for contacting field supervisors and these will be notified before each placement period. Field supervisors may state preferences for gender and/or clinical experience depending on the current treatment requirements within the agency. Preference is always considered for placing students in the area of their thesis research, especially if this requires close contact with an agency.

Students should be aware that each organisation has an absolute right to select students for training and may require an initial interview before deciding placement availability. Where it is agreed that an alternative placement should be sought, the Committee will, in conjunction with the School, find an alternative.

Students and supervisors should note that, if any additional work involving psychological practice is undertaken outside of the program placement, approval must first be obtained from the Psychological Board. Failure to seek the Board's approval for supervised practice which follows completion of program placements but which precedes the granting of registration is liable to prosecution.

Most components of the training program occur within the metropolitan area, but some clinical placements are located in outer metropolitan or country locations, so students can be required to spend some nights away from home. More remote rural experience may be negotiated.

Credit for past work experience will not be given. APAC standard 4.4.42 states that "Students should only be given credit for placement experience completed as part of their current employment if it is of direct relevance to the course, the work would ordinarily be undertaken by a qualified psychologist and supervision is arranged to fulfil the requirements of the course." See APAC Accreditation Standards for more details.

## **COMMUNICATION AND REVIEW MECHANISMS**

The Placement Coordinator will seek to provide external supervisors with any information they may require about the Master of Psychology (Clinical) program content or structure. To facilitate good communication, The School will provide a copy of the current Placement Handbook to external supervisors supervising in 2012.

The Program Coordinator will also maintain liaison with external supervisors and their representatives through the University Placement Allocation Committee (UPAC), the Masters Advisory Committee, and other bodies as appropriate. Feedback and suggestions about the program from the external supervisors (who may often be potential employers of the program's graduates) are always welcomed by the Program Coordinator.

Students are required to arrange a face-to-face meeting with both supervisors at the placement setting within the first three weeks of the placement (at the latest), to complete the placement details, sign the contract and arrange dates for the mid-placement review and final placement assessment meeting. Discussion about police checks and placement insurance will also need to occur. Students will not require an initial placement meeting if they are placed at the Centre for the Treatment for Anxiety and Depression, (the Uni clinic) but should forward a copy of their contract to their University Supervisor for signing.

A mid-placement review form should be completed by the student and external supervisor and forwarded to the university supervisor by the date agreed in the contract. A face-to-face mid-placement meeting may be arranged at the request of any of the participants, and will be arranged if there are any concerns regarding a student's progress.

A final face-to-face placement assessment meeting between the student, the Placement (field) Supervisor and the university (internal) supervisor will occur at the placement setting. The placement will be reviewed: incorporating a presentation by the student of one or more detailed case reports. If everything is satisfactory, the contract will be "signed off" by all three parties.

At the final face-to-face placement assessment meeting the University (internal) Supervisor will be provided with all placement documents: the mid-placement review form, the signed-off contract, the logbook, the case

report(s), the student's evaluative report and the Field Supervisor's evaluative report. If it is the **first** placement the University supervisor will check that reflective practice exercise has been submitted. If it's a **second** placement a new code of conduct agreement needs to be signed. If it is the **third** placement the professional development logbook needs to be sighted and handed in (see appendix F for more detail). Finally the logbook summary needs to be submitted at the end of the **third** placement. The University Supervisor will submit these documents to the Course Coordinator (via the School's General Office staff who will file the documents), and sign the form indicating successful completion of the placement.

## **PLACEMENT DOCUMENTS**

### **1. CONTRACT**

The conditions of the placement will be set out in a contract. This will specify the agency's service plan, the details of the placement duration, times of attendance, agency requirements, the goals of the placement, the specific placement objectives and details of supervision, mid-placement review date, and evaluation. Where more than one person is involved in field supervision the contract will detail respective supervisory responsibilities and specify who will accept ultimate responsibility for the placements as a whole. The University places considerable importance on the quality of the contract because this provides details of the placement assessment and therefore sets the standard for quality.

Please note carefully that it is the student's responsibility to prepare a draft contract, in consultation with both the internal supervisor and the field supervisor, at the beginning of the placement. See Appendix D for a pro forma. The field supervisor will check the contract for accuracy and feasibility; and the internal supervisor will check it for content and quality. The objectives and activities should be as detailed and specific as the placement will allow.

### **2. MID PLACEMENT REVIEW FORM**

Students are responsible for the completion of the Mid-placement review form, by the date agreed in the contract. There may be a face-to-face meeting towards the middle of the placement if it is considered to be necessary: (a) to review how well the planned experience has materialised; (b) to give mid-placement feedback to the trainee concerning clinical performance, (c) to ensure the required hours are being met and (d) to allow the trainee to comment on the adequacy of the placement.

### **3. LOGBOOK**

For each placement, the student will complete a detailed log-book of client contact, placement experience and supervision sessions, to demonstrate the amount and scope of supervised practice. The logbook will include a record of total hours of clinical experience, of formal supervision and other contact with the supervisor, and total face-to-face hours with clients, and will be signed by the student and Placement Supervisor once completed. It is essential that logbooks be completed in detail, and that copies are retained both by the student and the School. In reviewing graduates' eligibility for registration or membership, and/or the accreditation of the School, Registration Boards and professional bodies are entitled to view this information on request. The placement logbooks establish that each trainee has seen an adequate range of presenting problems occurring across the lifespan, and under supervision has applied a range of assessment and treatment methods. For an example of the Logbook format see the Appendix.

Students are required to keep a record of their total experience (in hours) across the 3 placements so that at the end of each placement total clinical experience, face-to-face contact with clients and supervision can be recorded. This then needs to be checked and signed by the Placement Coordinator prior to the **Third** Placement documentation being finalised. This is to ensure that the required number of hours are met for Clinical experience, face-to-face client contact (400 hours) and supervision (180) Which is specified in the APAC guidelines (5.3.19) and the Clinical college course approval guidelines (5.3 (c)). If not reached a plan and further activity to increase the hours will need to be put in place in order for students to pass the course.

### **3. CASE REPORT(S)**

At each placement, the student will complete either one or two detailed de-identified case reports addressed to a relevant professional (e.g. GP, referring professional) and in the format required by the placement setting. Each case report will include details of the presenting case, the trainee's work, and a formal justification of the methods used and conclusions reached. A total of four case reports, of at least 2,000 words each, are required for completion of the degree.

### **4. STUDENT EVALUATION REPORT**

The student will submit a report to the internal supervisor at the end of the placement, reviewing their activities and the procedures observed and practised, and providing a critical assessment of their own skills development. The field supervisor will be invited to comment on this evaluative report.

During Placement 1, the student will also need to complete the Reflective Practice Self Directed Learning (SDL) exercise set by Professor Anna Chur-Hansen. This exercise is designed to help you develop the important skills of Reflective Practice, and must be completed successfully before Placement 1 will be considered complete. Professor Chur-Hansen will provide and set the due date for this exercise during the Evidence Based Practice Course completed in Semester 1.

### **5. PLACEMENT SUPERVISOR REPORT**

Consistent with APS requirements for supervision, the field supervisor will also submit his/her evaluation of the student's performance on the placement to the internal supervisor, at the final interview, at which it will be discussed. The completed form will be submitted to the Program Coordinator (See Appendix for form).

### **6. CODE OF CONDUCT AGREEMENT**

Students on placements are expected to behave in an ethical and professional manner. The Schools code of conduct document will be discussed in Evidence Based practice lectures during the summer semester 2012. An agreement is required in second year of the course and needs to be discussed and signed at the completion of **placement II**.

### **7. PROFESSIONAL DEVELOPMENT LOGBOOK.**

Students are required to keep a record of their continuing professional development (CPD) activities throughout their enrolment in the program. This should be submitted with the paperwork associated with the completion of **Placement III**. See appendix F.

## **GUIDELINES FOR THE PREPARATION OF PLACEMENT CONTRACTS**

Flexibility should be exercised in applying the following guidelines. The special characteristics of each placement preclude the adoption of a rigid set of guidelines.

### **1. Drawing-up the Contract**

- (a) Identification of signatories to the contract (to include Field Supervisor, Trainee, and University Supervisor), with contact addresses and telephone numbers for each.
- (b) Statement of intent to abide by the conditions of the contract.
- (c) Conditions for re-negotiating the contract.
- (d) Three copies: one for each of the three signatories.
- (e) Contracts should indicate clearly whether this is a First, Second, or Third Placement

## 2. Agency Characteristics

- (a) Brief description of physical characteristics of setting/s.
- (b) Identification of agency's service goals and operations.
- (c) Statement of role of clinical psychologist within the agency.

## 3. General Conditions

- (a) Specification of places/times for attendance.
- (b) Consultation arrangements with Supervisor.

## 4. Specific Goals

- (a) Description of proposed activities and experiences.
- (b) Identification of specific skills to be developed.
- (c) Plan to meet the required clinical hours, face to face client contact hours and supervisory hours.

## 5. Review

- (a) Mechanism for reviewing fulfilment of contract arrangements (e.g. review of case load, written reports, completed projects, audio or video-taped sessions etc.)
- (b) Mechanism for correcting deviations from contract arrangements.

## **APPROVED INSTITUTIONS FOR PLACEMENTS**

All placements are at approved agencies under the supervision of experienced registered psychologists. A list of available supervisors and locations will be circulated to students by the Placement Coordinator prior to meetings of the Placement Committee. Opportunity will be provided for experience in both community and institutional settings of a multi-disciplinary nature with both a preventive and remedial focus, and in both metropolitan and country settings. Client groups will include adults, children and families and settings will cover health problems, rehabilitation, occupational stress, intellectual and physical disability, organisational issues, people with mental health problems, people with emotional and behavioural problems, and those with educational difficulties.

## **INSURANCE DURING PLACEMENTS**

The University holds public liability, professional indemnity and personal accident insurance for students engaged in approved placements, as long as the student is not receiving remuneration from the placement agency. You **MUST** complete the appropriate paperwork, which is available from <https://www.adelaide.edu.au/legalandrisk/insurance/information/>.

## **ROLE OF THE UNIVERSITY SUPERVISOR**

Students will be allocated to Internal Supervisors, within the limits of fairly sharing out the load and of Supervisors' interests and experience. Students will not have the same Internal Supervisor for all three placements. The Internal Supervisor is responsible for the following:

- Check the contract at a face-to-face meeting at the placement setting, ensuring that it meets required standards and format (set out clearly in the Handbook). The supervisor should check

whether this is a First, Second, or Third Placement, and make sure that complete contract details are included for all parties.

- Receive the Mid-placement review from the student and the External Supervisor about to check that everything is going according to plan, and facilitate a meeting of all parties if any one of them requests it, or if there are any concerns. The door should be left open explicitly for further contact at any stage at the discretion of either Supervisor.
- Attend a face-to-face final meeting at the placement setting, at which the student and External Supervisor both provide reports of the Placement, and the External Supervisor completes appropriate ratings (comparing the student with others at the same level of experience), and the student presents a written log of the learning experiences and one or two case reports (in verbal and written form) that exemplify the work undertaken at the agency. Four case reports must be submitted in total, usually two for the first placement and one for each of the others. Rating forms should be made available by students to their External Supervisor.
- At the completion of the Placement, all records concerning it will be filed by the School's General Office. The Internal Supervisor should inform them if the Placement has been awarded a Non-Graded Pass, for their records. If the Placement has not proved to be satisfactory and a Fail is recorded, they should inform the Placement Coordinator, and become involved in devising remedial learning experiences.
- Express the School's thanks to the External Supervisor, in the form of a brief personal letter if possible, on completion of the Placement.

## **SUMMARY OF GUIDELINES FOR PRACTICUM PLACEMENTS**

### 1. Allocation to clinical placements

Practicum experience for trainees is essential with both adult and child problems. Each trainee should have opportunities to work in acute and rehabilitation settings, both inpatient and outpatient and in both medical and non-medical settings within institutions and the community.

The first practicum will normally be in the second semester of the first year and will involve 2.5 days per week over 21.5 weeks or equivalent of 54 days. The second and third placements will be in the first and second semesters of the second year and will also each involve 2.5 days per week 21.5 week or equivalent of 54 days. Students will therefore complete a minimum of 1000 hours in practicum placements. There may be some flexibility in how the time is distributed amongst all the practicum, as long as the required number of hours is met.

### 2. Qualifications of supervisors

All trainees will be supervised by a registered clinical psychologist who will receive an appropriate appointment by the University. In general psychologists become eligible to supervise when they have worked under supervision for 2 years after completing their own professional training and be a member or be eligible for the Clinical College. Other health professionals may be involved in supplementing this supervision in limited areas at the discretion of the main supervisor.

### 3. Setting up the placement

At the start of the placement the placement supervisor should meet the trainee for a detailed discussion of what experience is to be provided in the placement. The aims of the placement will be set down in the form of a contract. The University supervisor will be a joint signatory to the contract and will indicate the role of the particular placement. Consideration should be given both to the range of opportunities available in the placement, and to the needs, interests and previous experience of the trainee. Particular efforts should be

made to fill major gaps in the trainee's experience, and records of the trainee's previous experience will be kept for this purpose.

#### 4. Mid-placement review

A mid placement review needs to be conducted to review how well the planned experience has materialised; to give mid-placement feedback to the trainee concerning clinical performance, to check if required hours being met and to allow the trainee to comment on the adequacy of the placement.

#### 5. Supervision times

The supervisor and trainee should meet each week of Placement work for a formal scheduled supervision tutorial. This should be of at least an hour's duration. Longer supervision will often be needed, depending partly on the stage of training. In addition, supervisors should try to make themselves available for informal discussion of matters that arise between formal supervision sessions. APAC Guidelines (4.1.33) require that supervision of all placements should involve on average one hour of direct contact between supervisor and trainee for each full day of placement. 180 hours of supervision (at least 50% of which are individual supervision) are required, across the three placements.

#### 6. Placement hours and client contact

According to the APAC guidelines students are required to do at least 1000 of placement activity. This needs to be made up of face to face client contact (400 hours), supervisory (see above) and clinical experience hours (remainder). APAC guidelines (5.3.19) define face to face work with clients as real time verbal communication in the presence of client(s) in the room with the trainee or interacting with the trainee by means of videoconference technology where there is a real time image of each of the parties, including a clear view of facial expressions. At least 400 of the total 1000 practicum hours must be in face to face client contact in individual or group contexts.

#### 7. Shared clinical work

In addition to discussing clinical work, it is essential that trainees and supervisors have opportunities of seeing each other at work. Trainees can learn much from watching their supervisors. Also, it is essential if the supervisors are to give the trainees accurate and constructive feedback that they should make first-hand observations of the trainee's performance. Placements differ in the most appropriate opportunities for such direct contact. Some may use joint clinical work of some kind. Others may prefer audiotape, videotape or one-way screen. However, some form of mutual observation of clinical work should be regarded as essential.

#### 8. Quantity of clinical work

Supervisors should ensure that trainees do an appropriate quantity of clinical work. There are dangers in both extremes. Trainees who are receiving limited amounts of clinical experience have little opportunity for learning. On the other hand, it is unhelpful for trainees to be allowed to become so overburdened that they cannot give adequate time to planning their work. Supervisors should be alert to the dangers of time being lost at the start of a placement through suitable work not being available straight away.

#### 9. Adapting supervision to the trainee's experience

Supervisors should be prepared to adapt their style of supervision to the stage of the program a trainee has reached. New trainees require a considerable amount of the supervisor's time. It is necessary to ensure that trainees have an adequate grasp of techniques they are asked to use. It may be necessary to describe

the basic clinical procedures in detail. Such detailed training in techniques should be available to more experienced trainees if required. Supervisors should be prepared to assist in the adaptation of the student's skills to the setting. A different style of supervision is needed for trainees reaching the end of their training. Though they should be encouraged to work with increasing independence, supervision should continue to have an educational, not merely a monitoring, function. Supervisors should also remember that they have the clinical responsibilities for their trainees.

#### 10. Differences of orientation between the supervisor and trainee

Trainees and supervisor may find that they have different interests and orientations. Where this happens, tolerance should be shown on both sides. Trainees should be helped to see that they may learn much that is valuable from a supervisor whose approach they may not ultimately wish to adopt. On the other hand, supervisors should see it as one of their functions to help trainees develop their own interests in an appropriate way. Where supervisors feel that they must overrule the way the trainee wishes to work, they should explain their reasons with care, rather than simply asserting that is how things should be done. On the other hand, if trainees can present sound reasons for adopting a different approach, supervisors should be prepared to support this unless they have serious doubts about its effectiveness or the possibility of harm to clients. In situations where serious differences emerge, the University supervisor in conjunction with the placement supervisor and the student will seek to achieve a solution.

#### 11. Clinical reports and communication

- (a) Communication with other members of clinical teams and networks involves both written and verbal reports. Verbal reporting and discussion is often more important than formal written reports in terms of its effects on clinical decision and action. Since the relative importance of written and oral communication is likely to vary between settings, supervisors will need to identify the most important channels of communication in their placement and to train the trainee to use these channels effectively and efficiently. Training in effective communication will involve both observation of the supervisor's behaviour, and practice by the trainee with ample opportunity for feedback.
- (b) There is a wide variation within the profession in how clinical reports are written and presented, particularly with respect to the amount of detailed information that is provided. It is important to develop a policy about basic and essential aspects of reporting and to avoid a situation where trainees are given contradictory advice by different supervisors. If there is agreement about minimal requirements of clarity and relevance in reports, exposure to individual differences between supervisors is more likely to be a constructive rather than a confusing aspect of training. Trainees should be encouraged to write reports which are appropriate to the recipient (whether this is a professional colleague or a client), avoid jargon, distinguish clearly between fact and opinion and provide consistent clarity of expression. Both supervisor and trainee should be aware of the potential conflict between communicating fully to the professional colleagues and maintaining confidentiality.

#### 12. Use of academic knowledge

Supervisors have a crucial role in contributing to the integration of the academic and practical aspects of the program. They should discuss literature relevant to the clinical work in hand, and suggest suitable reading to the trainee. In general, they should help trainees to develop a scholarly and a critical approach to clinical work.

#### 13. Relationship issues

Supervisors should be prepared to discuss seriously and sympathetically any general issues of relationships with patients or staff that arise in the program of clinical work. They should also be sensitive to any personal

issues that arise for the trainee in relation to the clients and be prepared to raise these issues that arise for discussion in a supportive way when they are considered to affect the trainee's work. The range of personal problems that can be raised by clinical work is wide and includes, for example, over-involvement with mild neurotic problems and despair over work with chronic patients. However, supervisors should not enter into a therapeutic relationship with the trainee whereby personal issues are addressed that is not directly related to the trainee's clinical work. Other dual relationships between student and supervisor are also inappropriate (see "*The Australian Psychological Society Ltd – Code of Ethics*").

#### 14. Scope of involvement in the placement

Supervisors should take care to involve trainees in all aspects of their role, not just in work with individuals. Trainees should have opportunities for participating in teaching, research, and in organisational and community work.

#### 15. Feedback and records

- (a) A detailed diary or logbook should be kept of the work that the trainee has done in a placement. These records will be also used by the University supervisors in planning future placements, and by future clinical supervisors in discussing what experience they should provide.
- (b) At the end of the placement supervisors should give the trainees full feedback on their clinical performance using the appropriate placement supervisor's report form. The trainees should have a copy of the supervisor's written assessments of their clinical performance. Any points that supervisors are concerned about should have been raised well beforehand, at least at the mid-term meeting, to allow the trainee time to improve.
- (c) The trainee will have opportunity to comment on the placement (for example, on the experience and the supervision received) by means of an evaluation form. The trainee's views will be recorded as part of the general evaluation of the placement.
- (d) Consistent with their professional responsibilities to trainees, supervisors can be expected to make evaluations of trainees' performance independently of their personal feelings about trainees. In particular, if they are seriously unhappy about aspects of a trainee's performance they should regard themselves as under an obligation to the profession and indicate them to the trainee and the University supervisor. Feedback should be detailed and constructive, and designed to help trainees improve their performance where necessary. Similarly, supervisors, as good psychologists, will avoid providing totally negative criticism that does not encourage or guide the trainee to develop a range of effective and appropriate skills.
- (e) In cases where trainees have displayed unsatisfactory behaviour, such as regular and serious lateness for clinical appointments, the trainee should be left in no doubt about the problem. The supervisor should discuss with the University supervisor what action should be taken. Further, if major portions of the contract have not been met, the trainee may be required to undertake further training in this setting.

Note: See Appendix for the assessment forms "Placement Supervisor Report". They are to be marked to show which Placement (First, Second or Third) is being assessed.

#### 16. Meetings between external supervisors and University staff

External supervisors will be invited to attend the Supervisors' Workshop (co-run with the other two SA universities through the Universities Placement Allocation Committee) and the December Research presentations and Master of Psychology (Clinical) Advisory Committee Meeting. Invitations will be sent when dates have been confirmed.

## **SCIENTIST PRACTITIONER MINOR PLACEMENT**

Students may apply to undertake one minor placement as part of their overall placement requirements. The purpose of this is to provide the opportunity for the student to combine research and clinical activities according to the principles of the Scientist Practitioner model, so as to support the fieldwork for the student's thesis.

The placement will be under the supervision of clinical psychologists who are members or eligible for membership of the APS College of Clinical Psychologists.

The placement should be approved by the Course Coordinator prior to commencing the placement.

Applications should outline to the Coordinator:

- the learning goals of the placement;
- the clinical and research skills to be developed;
- the practical details of the placement (number of hours, number of clients etc); and
- Supervision arrangements

## APPENDIX A: SCHOOL OF PSYCHOLOGY PLACEMENT SYSTEM AND REQUIREMENTS

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The Placements system is complex and revolves around a number of constraints and variables.

**Key words** here are:

*Australian Psychological Society (APS), University Placement Allocation Committee (UPAC), Placement Coordinator (PC), Skills Competency, Centre for Treatment of Anxiety and Depression (CTAD) School of Psychology at Adelaide (School), Minor Placement, Placement Variants.*

### **General**

The APS requires that students do at least 1000 hours of placements at 3 different sites. There needs to be two adult placements and a child placement each roughly 334 hours each. Across the 3 placements the total hours (1000 hours) needs to be made up of face to face interactions with clients (400 hours), supervision hours (180 hours) and clinical experience hours (the remainder). In order to meet the placement requirements placements need to be 2.5 days for 21.5 weeks or 54 days equivalent. There must be a clinical psychologist appointed to cover that site (external supervisor) and an internal supervisor from the University. To complete these you need to satisfactorily pass the placement according to a contract that is written by you and handed up at the end of placement together with two case reports of clients, a log book of your experiences, a summary report of the placement and the external supervisors written assessment form. You also need to meet the required hours as stated above to pass the overall course.

### **Skills Competency**

APS requires psychologists to gain a certain core of competency skills. It is vital of course to be taught the right evidence based skills. If the School does not teach these skills it will not gain accreditation as being an appropriate institution for the training of Clinical Psychologists. Your qualifications would be invalid.

Some placements will be more likely to do this or better still a coordinated range of placements will suffice. Sometimes this will clash with student preferences. Students often differ greatly on the type of skills that they like to learn and hence certain placements will be preferred. However, it is more fundamental that those core competencies are trained than placements are given priority. Occasionally students have been known to avoid placements because they feel awkward with certain skills they must learn at such placements. **The School must be the final arbiter on what skills and placements must be adhered to.**

Hence we would usually require that students do a placement at CTAD. This is because we have thereby guaranteed for our students one of the highest quality clinics in this state to enhance the acquisition of the core competency skills. Generally, when the School insists on students doing placements at CTAD this is always for concern that the skills base of students not be diluted, rather than a desire to restrict student choice. This is always done in the best interests of the overall student skills audit.

**Centre for Treatment of Anxiety and Depression (CTAD).** CTAD is a government agency staffed by Central Northern Adelaide Health Service to treat anxiety and depression. It is located on the University Campus at Thebarton. The School has negotiated a contract with CTAD in which University of Adelaide students are given priority to placements. CTAD is the best single clinic in the state for the training of especially CBT skills. We are extremely fortunate to have a clinic of this quality. It is staffed by psychologists and psychiatrists who are operating on a training model to incorporate our students into the treatment of their clients. Hence it is true to say it is a School's Clinic.

## Placement Variants

1. You are encouraged to do one **minor placement** if you are doing the combined degree. This is to enable students to combine research and clinical activities. This supports the fieldwork for the thesis. The placement must be approved by the Placement Coordinator who will discuss with the Masters Coordinator.
2. **Country placements** are encouraged these can be also facilitated through the PC. They need to fit in with course work and other placement requirements mentioned above.
3. **Special request** placements. As mentioned above it would be extremely unlikely that students would not do a CTAD placement. You must do a child placement. We do try to accommodate other placements where possible. Students may have a special career interest where it would be seen as vital that they do such a placement. This must be approved by PC and Masters Coordinator.

## Placement Coordinator

The Placement Coordinator (PC) is the person within the School of Psychology who is responsible for liaising with the Masters Coordinator, UPAC committee and the students to see that satisfactory placements can be gained for all of the Masters students as indicated above.

The placements must be ratified through the Masters Coordinator. The reasons are as follows:

1. Chaos will result if say Masters Coordinator, School Head, Combined Degree Coordinator and PC authorize placements or changes to placements.
2. You should firstly discuss preferences and change requests with the PC. If you are unhappy with that you can discuss it with the Masters Coordinator who will consult with the PC and whoever they see as appropriate. Most times the problems are misunderstandings as to why decisions are made.
3. Students themselves get very confused and upset if they feel other students are “manipulating the system” or if in some other way the system appears confusing or slipshod.
4. The PC constructs a two-year roster of students and attends UPAC (see below) and is in the best overall position to determine where placements should be distributed. The PC has a complex job to balance a ‘budget’ of scarce placements and various APS requirements that go with placements. This can become quite stressful if the process is ignored. There are numerous variables and constraints.
5. When students place all of these requests through just one person they will be treated appropriately.

## Allocation of Placements

Students can be allocated, by the School of Psychology, an Adelaide affiliated placement (such as at the CTAD clinic or another Adelaide based service) or allocated a placement via the University Placement Allocation Committee (UPAC). Information and the process for UPAC are as follows:

### University Placement Allocation Committee

1. **UPAC**, (university placement allocation committee) is a group of the three placement Coordinators from the S.A. Universities. Other people as appropriate may be on the committee also. The system is currently administered from Flinders University and the secretary contacts supervisors in the field (external supervisors) to find out who would be interested in supervising a Masters student. She then distributes the names of those who elect to have a student to all Universities.
2. **UPAC** will send out a list of available external supervisors (and field sites) to the 3 placement coordinators at each University. The University of Adelaide placement coordinator will then circulate these options, along with the Adelaide based placements, to the students at that University to gain

areas of interest. Note at this stage no-one is selected. In fact even before it goes to the next stage, you may be clashing with one of your fellow students for the same placement pick. Hence nothing is guaranteed and the Coordinator must decide how to resolve this.

3. The 3 Placement Coordinators meet at a combined (UPAC) meeting and peruse the names of the External Supervisors against the lists of preferences from the students. Depending on whose turn it is to pick; the nominated Coordinator will refer to his list of preferences and choose the placement on a priority basis. For example, second year M. Psych students who are in a final placement will get priority over a first year, who can catch up later.
4. Choosing continues in this circular process. Hence you can see that no student is able to gain their preference until this process is completed as one of the placements may go to another University altogether.
5. **Hence it will be repeated here that students do not determine their own placements at any stage they can only nominate preferences.** We also exercise our judgement of what we think would be a good placement for you given your current 'skills audit'. We, (the University) are responsible ultimately for the best training package we can accord you and it may not coincide with your choices.

**Under no circumstances should students contact field supervisors for the following reasons:**

1. The 'University' has signed a document that we will not allow this to happen, since it creates chaos and the system breaks down.
2. Field Supervisors have repeatedly requested that we do not allow this to happen because they find it also confusing and time consuming to deal with individual students.
3. If you want particular placements for special reasons you should discuss this with the Masters Coordinator or Placement Coordinator at an early stage in your degree.

**Further information**

It is recommended that students also familiarise themselves with the Course Approval Guidelines- APS College of Clinical Psychologists (see Appendix of Program Handbook Section 6 Practical Placements) and the APAC (Australian Psychology Accreditation Council) Rules for accreditation and accreditation standards for psychology courses (Section 4.1.26-4.1.39, Practical Placements)

**APPENDIX B: ASSESSMENT FORMS “PLACEMENT SUPERVISOR  
REPORT, 2012”**

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**MASTER OF PSYCHOLOGY (CLINICAL) OR DOCTOR OF PHILOSOPHY  
(CLINICAL PSYCHOLOGY)**

**Placement Supervisor Report**

**Placement 1, 2 or 3 (please circle)**

Provisional Psychologist:

Field Supervisor:

University Supervisor:

Agency name:

Agency address:

Agency phone:

Date of Commencement of Placement:

Date of Interim Report:

Date of Final Report:

## NOTES FOR SUPERVISORS

This report is to be used for provisional psychologists in their practicum placement of the Master of Psychology (Clinical) or PhD (Clinical Psychology) program. The aims of this report are:

- 1 To provide information on whether the provisional psychologist has reached a satisfactory level of performance in his/her placement.
- 2 To provide the provisional psychologist with feedback on his/her performance and to point out areas of strength and weakness in clinical work.

This report covers a number of general areas on which to assess provisional psychologists completing a clinical placement. Please note that the first section on Professional Practice is mandatory and provisional psychologists must reach a Satisfactory Standard of performance on all items in this section to pass their placement. In the following sections, not all areas of evaluation will be applicable to or possible in all placements. **If an item is not relevant, please tick N/A.**

While one copy of this report could be completed around the half-way point of the placement and the results discussed with the provisional psychologist, this is at the field supervisor's discretion and usually the short mid-placement report form is used (in the event that only one placement visit by the university supervisor will be conducted). Regardless of this, the final report should be discussed at the final meeting with the provisional psychologist, prior to the report being submitted to the University.

Evaluations are made for Professional Practice on a 3-point scale (satisfactory, unsatisfactory and not applicable). The supervisor should evaluate provisional psychologists in terms of the skills required to function adequately in placement settings.

**PROFESSIONAL PRACTICE**

	Please ✓	Satisfactory	Unsatisfactory	Not applicable
1	Punctuality/attendance			
2	Work standards e.g. agency commitments, adequate preparation, workload			
3	Response to advice and feedback from supervisor, including self-awareness of strengths and areas needing further development			
4	Relationship with other professionals and staff of the agency			
5	Protection of confidential information			
6	Knowledge and practice of professional ethics			
7	Organization of time			

**Comments:**

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**COMMUNICATION AND ORGANISATION SKILLS**

	Please ✓	Satis- factory	Unsatis- factory	Not applicable
1	General record keeping			
2	Ability to organise material			
3	Ability to communicate ideas and opinions			
4	Ability to write in a professional manner			
5	Ability to target reports to the appropriate audience			
6	Oral communication skills e.g. case presentation			
7	Other (specified)  _____  _____  _____			

**Comments:**

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## ASSESSMENT SKILLS

	Please ✓	Satis- factory	Unsatis- factory	Not applicable
1	Selects appropriate assessment methods			
2	Obtains information through observation			
3	Demonstrates knowledge of test administration and technical aspects			
4	Establishes rapport with clients during test administration			
5	Interpretation of test results and/or protocols			
6	Understanding of rationale for assessment methods used			
7	Integration of information obtained in assessments			
8	Ability to provide assessment feedback to clients			
9	Other (specified) <hr/> <hr/>			

**Comments:**

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## INTERVIEWING SKILLS

	Please ✓	Satis- factory	Unsatis- factory	Not applicable
1	Establishing early rapport with clients			
2	Maintains effective relationship with client			
3	Shows empathic understanding of the client's situation			
4	Awareness of own strengths, limitations and impact upon clients			
5	Demonstrates appropriate blend of styles of questioning			
6	Demonstrates appropriate listening techniques			
7	Shows good exploration and clarification of problem related information			
8	Shows congruency between non-verbal and verbal behaviours			
10	Clearly explains to the client the purpose of the interview, issues of confidentiality, what will happen to information collected during the interview, etc.			
11	Undertakes appropriate planning for interviews			
12	Manages time well during interviews			
13	Other (specified)			

**Comments:**

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**INTERVENTION AND THERAPY SKILLS**

	Please ✓	Satis- factory	Unsatis- factory	Not applicable
1	Demonstrates ability to identify presenting problems			
2	Demonstrates ability to formulate and analyse presenting problems			
3	Demonstrates ability to plan relevant intervention programs for different problems			
4	Good use of psychological theory, models and/or research in choosing interventions			
5	Able to collaborate with client to set clear and realistic goals for therapy			
6	Uses intervention techniques effectively in therapy			
7	Demonstrates good management of time during the session			
8	Maintains focus on relevant problems during the session			
9	Demonstrates ability to implement total intervention programs			
10	Regularly monitors and reviews intervention progress using formal and informal measures			
11	Shows good use of relevant homework assignments between sessions			
12	Works well with others in implementing interventions			
13	Shows good attention to maintenance of treatment gains and follow up			
14	Demonstrates ability to evaluate total interventions			
15	Able to negotiate end of therapy that is collaborative and productive for the client and others.			
16	Other (specified)			

**Comments**

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**General Strengths:**

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**Areas for improvement/professional development:**

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**Summary Comments:**

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**Note: After completion please make two copies. Give one copy to the provisional psychologist for discussion, and retain the other for your records.**

**The provisional psychologist is to submit the original to the internal supervisor at the School of Psychology**

## **APPENDIX C: EXAMPLE OF PLACEMENT CONTRACT**

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**(example) Master of Psychology (Clinical)**

### **Placement Contract**

**Trainee Psychologist:**

**Phone Contact:**

**Email Address:**

**Address:**

**Placement (Field) Supervisor:**

**Phone Contact:**

**Email Address:**

**Address:**

**University (Internal) Supervisor:**

**Phone Contact:**

**Email Address:**

**Address:**

**Placement Period:**            date – date

Mid-placement review due by: date

**Placement Type:**            First /Second /Third placement

### **AGENCY CHARACTERISTICS**

**X Clinic**

**Tel. (08)**

**Address**

The X clinic is a community-based service of the Y Hospital Division of Mental Health. Clients are eligible for this service if ...

Clients typically present with .... Referrals are usually from ..... Clients receive treatment on a voluntary basis, or it can be enforced via a community treatment order (CTO).

The aim of the clinic is to provide assessment, treatment, education, support, and ongoing care for the physical and mental health of referred clients. It provides a range of programs aimed at enhancing client rehabilitation and achieving stability in the community. Outside of office hours there is an acute service available to clients, the Assessment and Crisis Intervention Service (ACIS). Psychological treatment at the clinic is based on cognitive behavioural therapy models, and usually complements drug therapy and psychosocial rehabilitation services. Clients' length of treatment can be short term grading to longer term involvement. The community care team is multidisciplinary, consisting of psychiatrists, nurses, social workers, administrative staff and a clinical psychologist.

## **Z Ward**

**Tel: (08)**

**X Building, Glenside Campus,**

**226 Fullarton Road, Eastwood, SA, 5063**

Z Ward is an 18-bed open acute mental health facility managed by Y Hospital, located on the Glenside campus. The unit is part of an integrated mental health services offered within the inner southern metropolitan regions, working closely with other service providers in the region.

The team at Z Ward comprises psychiatrists, psychiatric registrars, nurses and a psychologist and social worker. The core clinical work of this facility is acute assessment and treatment. With the patients' consent, family meetings and psycho-education are offered as a routine part of treatment programs. Patients tend to present with schizophrenia, bipolar disorder, depression, obsessive-compulsive disorder and or personality disorders. They can be admitted voluntarily or by detention order.

Psychological treatment at the clinic is based on cognitive behavioural therapy models, and usually supports and complements drug therapy. Clients' length of stay is variable. Those admitted by detention order are reviewed at 3 days, then at two further 21 day intervals. Applications for ongoing detention are made to the Guardianship Board.

## **School of Psychology**

**Tel: (08) 8313 5693**

**Hughes Building, The University of Adelaide,**

**North Terrace, Adelaide, SA, 5005**

The University of Adelaide is Australia's third oldest university and offers students a broad range of academic programs and outstanding opportunities for research. The University's School of Psychology offers a Master of Psychology (Clinical) degree, a two-year course of preparation for practice as a clinical psychologist. The Masters course is made up of three major components: specialised education in a series of topics relevant to clinical practice; three extensive placements in the field to develop professional competence under the guidance of very experienced supervisors, and a research thesis.

## **GENERAL CONSIDERATIONS**

**Attendance:** The trainee will attend 2 classes a week conducted at the University of Adelaide; Health Psychology and Advanced Child & Adult Intervention. These classes will be held all day Tuesday. For the first placement, the Trainee will be based at the X Clinic on Wednesdays and Fridays. On Thursdays the trainee will be based at the Z Ward of Glenside Hospital (refer to timetable below). The equivalent of 54 working days is required to complete the placement.

*For 2<sup>nd</sup> or 3<sup>rd</sup> placements only* As this is a (2<sup>nd</sup> or 3<sup>rd</sup>) placement, it must be noted that the University of Adelaide requires that XX of the student's total placement hours are spent in a mentoring role within the coursework program at the University. Students will advise the dates and times in advance, and field supervisors are *requested* to accommodate this program requirement of students.

## **TIMETABLE**

	<b>MORNING</b>	<b>AFTERNOON</b>
<b>Monday</b>	University of Adelaide	-
<b>Tuesday</b>	University of Adelaide	University of Adelaide
<b>Wednesday</b>	X Clinic	X Clinic
<b>Thursday</b>	Z Ward, Glenside	Z Ward, Glenside
<b>Friday</b>	X Clinic	X Clinic

## **SUPERVISION**

Formal supervision will take place at (time each week). Other meetings will be negotiated as required and informal supervision will occur as required.

The Field Supervisor, Trainee and University Supervisor will meet to discuss the placement at the start and conclusion of the placement period. At these meetings the placement contract will be reviewed and signed by all parties.

## **TRAINEE GOALS**

1. To gain practical experience and develop skills in all stages of psychotherapy (initial assessment to termination), especially in clients suffering from mood and anxiety disorders.
2. To observe and gain practical experience with clients suffering from (DSM-IV diagnoses)
3. To develop a clear understanding of the role of the clinical psychologist in community based and inpatient settings, and their relationship with other health professionals and agencies, clients and their families.
4. To gain practical experience of ethical and professional practice issues in clinical psychology.
5. To observe and gain practical skills in neuropsychological test administration, and gain a better understanding of the principal tools used.
6. To develop skills in effective report writing skills for a professional audience.
7. To gain a better understanding of drug treatments used in inpatient and community settings, and how this interacts with therapy.
8. To gain a better understanding of how the Mental Health Act is implemented in inpatient and community settings.

## **TRAINEE ACTIVITIES**

1. To observe and participate in therapy conducted by the Field Supervisor.
2. To plan and lead cognitive behavioural therapy sessions with and without direct supervision.
3. To write case notes, psychological reports and letters as required.
4. To complete 1 (or 2) detailed but de-identified case report(s) and a placement logbook of work and supervision, for assessment at the end of the placement.
5. To attend and participate in meetings and other professional development activities appropriate to the placement.

6. To research and read relevant literature that will enhance trainee skills and assist with client interventions.
7. To learn to administer, interpret and report on specific neuropsychological tests as appropriate.
8. To help plan and conduct a group relaxation class at X.

### **REVIEW MECHANISMS**

1. The Trainee will keep a detailed log-book of client contact and placement experience, to demonstrate the amount and scope of supervised practice. The logbook will document the total hours, and total face-to-face client hours, spent on placement activities.
2. There will be ongoing contact, and weekly supervision meetings, between the Field Supervisor and Trainee. The Trainee will seek advice and feedback relating to the work that is being done and the Trainee's progress.
3. If there are any problems with the trainee's performance or progress, the Field Supervisor will advise the Trainee as soon as possible so that efforts to rectify the situation can be made. If difficulties are ongoing or serious, both the Trainee and the Field Supervisor will contact and advise the University Supervisor as soon as possible.
4. An initial face-to-face meeting between the three parties to the placement contract (the Field Supervisor, the University Supervisor and the Trainee) will occur at the placement setting at the beginning of the placement, and also during the placement if required.
5. A Mid-placement review form will be completed by the student and Field Supervisor and if any concerns are raised, a mid placement meeting will be arranged with the University Supervisor.
6. The end-of-placement review of completion of the contract will take place at a face-to-face meeting between the Field Supervisor, University Supervisor and Trainee, at the placement setting. This review meeting will provide the opportunity for all signatories of the contract to provide advice to other participating parties as to the completion of the placement and contract.
7. Before the end-of-placement review meeting, the Field Supervisor will have completed a written evaluation of the Trainee's performance (see Appendix B for form), including any recommendations for the Trainee's future development, and discussed them with the trainee.
8. Before the end-of-placement review meeting, the Trainee will have completed the placement logbook, one or two detailed case reports, and a written evaluation of the placement experience, and discussed them with the Field Supervisor, who will sign the logbook once approved.
9. These documents and a signed copy of the contract will be handed to the University Supervisor, for University records.
10. All parties must agree to, and sign, any changes to this contract.

**COMMENCEMENT OF PLACEMENT**

All parties agree to abide by the conditions of this contract:

_____	Trainee	_____	Date
_____	Field Supervisor	_____	Date
_____	University Supervisor	_____	Date

**END OF PLACEMENT**

All parties agree that the conditions of this contract have been met and the goals of the placement have been achieved:

_____	Trainee	_____	Date
_____	Field Supervisor	_____	Date
_____	University Supervisor	_____	Date

**DOCUMENTATION CHECKLIST**

**Received by University Supervisor at Initial Placement Meeting**

- Contract with Contact Details, Placement Days and Times
- Copy of Trainee’s Current Police Check
- Insurance Form signed by Placement Supervisor

**Received by University Supervisor at mid placement**

- Copy of Mid-placement review form (to be signed by all parties)

**Received by University Supervisor at End-Of-Placement Review Meeting**

- Mid-Placement Review Form
- Signed-Off Contract (signed by all parties)
- Placement Supervisor’s Report
- Placement Logbook (signed by trainee & supervisor)
- Case Reports: 1 or 2
- Trainee’s Written Evaluation of Placement
- If **second** placement a signed code of conduct agreement
- If **third** placement the logbook summary sheet and a copy of CPD log book (signed by student and University supervisor).

## APPENDIX D: EXAMPLE OF CLINICAL PLACEMENT LOG BOOK

### University of Adelaide School of Psychology

Student Name: \_\_\_\_\_

Placement Site: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

Date of Placement: From: \_\_\_\_\_ To: \_\_\_\_\_

Placement Number:     1     2     3     (circle one)

At the end of the placement, this document will need to be signed by all parties:

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

**All clinical activities are to be recorded. For example:**

<i>Interactions with:</i>	<i>Mode of Interaction:</i>	<i>Professional:</i>	<i>Miscellaneous:</i>
Field Supervisor	Phone Call	Ward Round	Report writing
Client	Meeting	Case Conference	Reading
Family of Client	Assessment	Staff Discussion	Case Notes Preparation
	Treatment	Travelling to Client	Case Notes
	Case Review	Prof. Dev.	Interpreting Scores



**The University of Adelaide**  
**School of Psychology**

**TIME SHEET**

Day: \_\_\_\_\_

Date: \_\_\_\_\_

Time	Clinical Experience (Defined in Guidelines)/Supervision		Skills Developed
	Client Code	Activity/Supervision (e.g., Treatment)	
8.00			
8.30			
9.00			
9.30			
10.00			
10.30			
11.00			
11.30			
12.00			
12.30			
13.00			
13.30			
14.00			
14.30			
15.00			
15.30			
16.00			
16.30			
17.00			
17.30			

**TOTAL HOURS FOR THIS PAGE: Clinical experience\_\_\_\_\_ Face-to-face interactions with clients\_\_\_\_\_ Supervision\_\_\_\_\_**

**Note: Confidentiality must be preserved.**

**The University of Adelaide**  
**School of Psychology**

**LOGBOOK SUMMARY**

**Placement 1**

Total placement hours  
Clinical Experience Hours  
Face to face interactions with clients Hours  
Supervision Hours

**Placement 2**

Total placement hours  
Clinical Experience Hours  
Face to face interactions with clients Hours  
Supervision Hours

**Placement 3**

Total placement hours  
Clinical Experience Hours  
Face to face interactions with clients Hours  
Supervision Hours

Total of all placements  
Total placement hours  
Clinical Experience Hours  
Face to face interactions with clients Hours  
Supervision Hours

(signature)

\_\_\_\_\_  
Placement Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

## **APPENDIX E: MID-PLACEMENT REVIEW**

Completion of this form is the responsibility of the student. Once completed by the field supervisor and student the form should be forwarded to the uni supervisor. If there are any concerns raised by either the student or field supervisor a mid-placement meeting will be arranged.

Trainee: \_\_\_\_\_

Field Supervisor: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

### **To be completed by the Field Supervisor:**

- The Student's performance to date is:
- Meeting expectations for successful placement completion / Below expectations
- If the student is not meeting supervisory expectations, please document areas of concern:  
(Please add more comments on other paper if needed)

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### **To be completed by the Student:**

- Any specific goals or planned activities etc.
  - Ones that have **NOT** yet been achieved (e.g. 'Yet to conduct initial assessments independently').
  - A list of face-to-face hours and supervisor hours to date
  - Please indicate plan for achieving these
- (Please add more comments on other paper if needed).

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*Signatures:*

Trainee \_\_\_\_\_ Date: \_\_\_\_\_

Field Supervisor \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor \_\_\_\_\_ Date: \_\_\_\_\_

## **APPENDIX F: CONTINUING PROFESSIONAL DEVELOPMENT ACTIVITIES**

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### **RECORDING OF CONTINUING PROFESSIONAL DEVELOPMENT ACTIVITIES.**

Students are required to keep a record of their continuing professional development (CPD) activities throughout their enrolment in the program. Students should begin recording CPD from the time of their enrolment in January of their first year, and continue recording CPD until they complete Placement III (usually at the end of their second year). This record will be based on the APS logbook that all APS members are required to complete. This should be submitted with the paperwork associated with the completion of Placement III. The University supervisor will need to sign the Placement III paperwork to indicate that this record has been completed, and a copy will be kept with student's placement records.

The primary aim is to encourage students to take advantage of relevant professional development activities during their enrolment, to develop an awareness of available professional development activities (such as APS College of Health Psychologists seminars, presentations to the School of Psychology's Health, Disability and Lifespan Development research group and other relevant bodies such as Healthy Ageing Research Cluster, Healthy Development Adelaide, Health Literacy Alliance, etc.), to network with practicing health psychologists, to develop specialist skills not taught within the program, and to record this in a way which is consistent with the records that will be required with APS membership.

Students are required to complete this record on a CPD log sheet. Students are required to provide verification of participation in the PD activity (e.g., tax invoice for registration at a conference/workshop/seminar) including documents which show the content of the activity. For any PD activities of a more self-directed nature that cannot be otherwise verified (e.g., self-directed reading, internet-based learning, etc.) a "Record of Professional Relevance" form must be completed and a copy of the form is provided in Appendix C.

Activities which are a part of your program requirements are not to be recorded (e.g., readings, assignments, presentation). However optional (even if recommended) CPD activities such as seminars, workshops, conferences and supervised volunteer activities should be recorded.

Any queries regarding the recording of CPD should be directed to the Program Coordinators.

**RECORD OF CONTINUING PROFESSIONAL RELEVANCE**



Name: \_\_\_\_\_

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Type of activity: \_\_\_\_\_

(e.g. reading, audio-visual)

Title of activity/resource: \_\_\_\_\_

Name of presenter/author/website: \_\_\_\_\_

Date activity completed: \_\_\_\_\_

Duration of activity:

**Please give a brief outline of the content of the activity:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Briefly explain how this activity was relevant to your professional development:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

# CONTINUING PROFESSIONAL DEVELOPMENT LOG SHEET

Name: \_\_\_\_\_ This is a modified version of the Australian Psychological Society PD Log Sheet

Date	Title of Activity	Duration	Activity Type

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Duration:** e.g., 2 hours, half a day, full day, etc

**Activity Type:** seminar, lecture series, conference, workshop, supervision, video club, etc

**Note:** For any PD activities of a more self-directed nature that cannot be otherwise verified (e.g., self-directed reading, internet-based learning, etc.)

A "Record of Professional Relevance" form must be complete