



**SCHOOL OF PSYCHOLOGY,
DISCIPLINE OF PSYCHIATRY**

***MASTER OF PSYCHOLOGY
(HEALTH)***

PLACEMENT HANDBOOK

2012

Placement Coordinator:

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PSYCHOL 7311 PLACEMENT I
PSYCHOL 7312 PLACEMENT II
PSYCHOL 7313 PLACEMENT III

The placement system is explained fully in Appendix A. It is governed by the requirements of the Australian Psychologists Accreditation Council standards which apply to all registrable qualifications in Psychology, and also by the APS College of Health Psychologists course approval guidelines (see the Master of Psychology (Health) coursework handbook, Appendix B section 6, p.44).

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Prerequisites:

Acceptance into the Master of Psychology (Health) program,
PSYCHOL 7230 Evidence-based Practice, PSYCHOL 7231 Interviewing & Intervention, PSYCHOL 7233 Abnormal Psychology, PSYCHOL 7232 Psychological Assessment

During the program students will complete three field placements under the supervision of registered psychologists who are members or eligible for membership of the APS College of Health Psychologists. 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 of Psychology Rural Placements Coordinator. Status for one placement on account of ongoing or past work experience may be considered where all requirements for a placement have been met within the employment agency concerned.

Students are encouraged to find out as much as they can about an agency before applying for a placement. For this purpose copies of student reports summarising previous placements are available for perusal upon request to Ms Ann Francis, Psychiatry. 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 some Placement agencies occur at a meeting of the University Placement Allocation Committee (UPAC), which includes as members, the Placement Coordinators of 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 psychological practice 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 Health Psychologists (see their Course Approvals guidelines as in your Program Handbook), we are seeking to establish a placements system in which all Health as well as Clinical Program students have one placement at the School of Psychology clinic (in our case, the Centre for Treatment of Anxiety and Depression (CTAD) at Thebarton).

In order to gain access to the supervision that is so crucial to student skills development, and in order to address the serious lack of health and mental health services outside the metropolitan area, another requirement 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 the student to an internal supervisor, who will be either herself (Professor Helen Winefield), Professor Anna Chur-Hansen, or other academic staff members who are Registered Psychologists and Members of the Australian Psychological Society College of Health Psychologists.

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-III. Students may wish to discuss with the field 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. 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.

3. Police clearance: see coursework Handbook p.10.

Placement agencies frequently require evidence of a police clearance and students must be prepared to provide this to field supervisors before the placement commences.

4. Child protection training

The Child-Safe Environments online training course made available through the Children Youth and Women's Health Service must be completed before students begin their first placement, and a copy of the certificate of completion provided to the Placement Coordinator.

5. Registration.

Students in Psychology Masters programs are required to gain Provisional Registration through the Psychology Board of Australia, at the commencement of their Masters degree. For further information see <http://www.psychologyboard.gov.au/Registration-Standards.aspx>

The conditions and standards of student Placements will be set out in a contract (see below), drawn up by the internal supervisor, the field supervisor and the student. Placements will normally occur during 5 half-days per week for 18 weeks. 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. Rural general practice placements will occur in a 9-13-week block and include health promotion as well as clinical health practice.

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.

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.

Credit for past work experience will not be given. APAC standard 5.1.10 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 field supervisors with any information they may require about the Master of Psychology (Health) program content or structure. To facilitate good communication, students should provide a copy of the current Program Handbook to the field supervisor.

The Program Coordinator will also maintain liaison with field supervisors and their representatives through the University Placement Allocation Committee (UPAC), the Masters (Health) Advisory Committee, and other bodies such as the Public Sector Clinical Psychologists Executive, as appropriate. Feedback and suggestions about the program from the field 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 (internal and field) 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. 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 signed-off contract, the logbook, the case report(s), the student's evaluative report and the Field Supervisor's evaluative report, The University Supervisor will submit these documents to the Course Coordinator (via Ann Francis, the Administrative Officer in Psychiatry, 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. Model contracts are available from the Placement Coordinator, and 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.

Students who are ill or who need to take compassionate leave during the placement must follow agency guidelines about informing their supervisor, and also arrange to make the time up by adjusting the placement completion date.

2. 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 practice experience and supervision, with group supervision clearly differentiated from individual (ie one-on-one) supervision, and total face-to-face hours, and will be signed by the Placement Supervisor and student 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) so that at the end of each placement total health promotion experience, clinical experience, face-to-face contact with clients and supervision can be recorded. This then needs to be signed by the Placement Coordinator prior to the Third Placement documentation being finalised.

APAC standard 5.1.17 (July 2009) states the requirement for a single logbook to be constructed across all three placements, of casework and supervision experiences.

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, is required for completion of the degree. After a placement focussed on health promotion the case report may take the form of a project report, with appropriate documentation as above.

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.

The report should be 1-2 pages long, indicate clearly the date and location of the placement and whether it was first, second or third, and summarise what the student learned.

Student reports may be made available to others enrolled in the Master of Psychology (Health), for reading in the Discipline of Psychiatry; please ask Ms Ann Francis for help to access these. The purpose is to facilitate potential placement allocations which match student needs and interests.

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. RECORD OF PROFESSIONAL DEVELOPMENT

Students are required to keep a record of their professional development (PD) activities throughout their enrolment in the entire Masters program. Students should begin recording PD from the time of their enrolment in January of their first year, and continue recording PD until they complete Placement III (usually at the end of their second year). See Appendix F for the form of these records.

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 the health 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.

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. 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, emotional and behavioural problems, and acute and chronic health and wellness problems.

INSURANCE DURING PLACEMENTS

The University holds public liability 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 Marie Dodman.

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 field Supervisor 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 field Supervisor both provide reports of the Placement, and the field 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 field Supervisor.
- At the completion of the Placement, all records concerning it will be filed by the Discipline of Psychiatry Administrative Officer. 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 field 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 placements

Practicum experience for trainees should cover a wide age range of potential clients. 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. Two placements will focus on delivery of psychological health care services (e.g. assessment and interventions) to individual clients or groups of clients, and one placement will focus on health promotion using psychological knowledge and skills.

The first practicum will normally be in the second semester of the first year and will involve 2.5 days per week over 18 weeks. 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 over 18 weeks. Students will therefore complete a total of 1012 hours in practicum placements. There may be some flexibility in how the time is distributed on a practicum, as long as the required number of hours is met. Students should also be aware that they may be offered a “summer” placement during the long vacation.

2. Qualifications of field supervisors

All trainees will be supervised by an experienced registered psychologist who will receive an appropriate appointment by the University. UPAC also offers training for new supervisors. In general psychologists become eligible to supervise when they have worked under supervision for 2 years after completing their own professional training. 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

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, and (c) 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 (5.3.26) 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. Thus 180 hours of supervision (at least 50% of which are individual supervision) are required across the three placements.

6. Shared clinical work

In addition to discussing professional practice work, it is essential that trainees and supervisors have opportunities of observing each other working. 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 work of some kind. Others may prefer audiotape, videotape or one-way screen. However, some form of mutual observation of professional work should be regarded as essential.

7. Quantity of professional work

Supervisors should ensure that trainees do an appropriate quantity of work. There are dangers in both extremes. Trainees who are receiving limited amounts of 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.

8. 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 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 responsibility for their trainees' work.

9. 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.

10. Reports and communication

- (a) Communication with other members of health care 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 decisions and actions. 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 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.

11. 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 their psychological work.

12. 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 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 psychological practice is wide and includes, for example, over-involvement with patients or their families 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 are not directly related to the trainee's work. Other dual relationships between student and supervisor are also inappropriate (see "*The Australian Psychological Society Ltd – Code of Ethics*").

13. 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.

14. 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 field supervisors in discussing what experience they should provide.
- (b) At the end of the placement supervisors should give the trainees full feedback on their performance using the appropriate placement supervisor's report form. The trainees should have a copy of the supervisor's written assessments of their performance. Any points that supervisors are concerned about should have been raised well beforehand, at least at the mid-term meeting, to allow the trainees 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 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.

15. Meetings between external supervisors and University staff

External supervisors are represented on the Master of Psychology (Health) Advisory and Liaison Committee, and will be invited to attend a Supervisors' Workshop and December Research presentations.

APPENDIX A: PLACEMENT SYSTEM AND REQUIREMENTS

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

Key words here are:

Australian Psychologists Accreditation Council (APAC), Australian Psychological Society (APS), University Placement Allocation Committee (UPAC), Placement Coordinator (PC), Skills Competency, Centre for Treatment of Anxiety and Depression (CTAD) College of Health Psychologists (CHP)

General

APAC requires that students do 1000 hours of placements at 3 different sites. There must be a Psychologist appointed to cover that site (field supervisor) and an internal supervisor from the University. For CHP membership there need to be two clinical health psychology placements and one public health psychology placement each of roughly 330 hours.

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 field supervisors written assessment form.

Skills Competency

APAC requires psychologists to gain a certain core of competency skills and the APS Colleges also specify competencies needed by their own Members. The Placement Coordinator **is the final arbiter on what learning experiences and placements are required in each student's program of study.**

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

General Practice and other primary care/community settings

Divisions of General Practice, in both rural areas (the Greater Green Triangle in the South-East of South Australia, and the Spencer Gulf Rural Health School) and Adelaide Northern and North-East metropolitan areas, welcome health psychology Placements. **Police clearances must be provided before placements can commence.**

Where rural Divisions of General Practice require 9-13 week placements, students will attend on a fulltime basis; some financial support may be available for travel, and accommodation will be provided. In the longer placements approximately two-thirds of the placement learning will develop assessment and intervention (clinical health psychology) skills, and the other third will involve health promotion activities and count towards the total hours of public health psychology learning.

Other community-based health care settings where placements will occur include counselling and rehabilitation agencies where substance use disorders, chronic medical conditions and pain or physical disability may be prominent in client presentations. Migrant and veterans' health care

services and multi-disciplinary settings such as the “GP Super-Clinic” at Playford North provide other opportunities for health psychology placements. Some private practitioner Psychologists with special focus on health conditions and co-morbidity of psychological and physical distress also offer placements.

Hospital settings

The wards and clinics of teaching hospitals associated with the University of Adelaide will provide Placement opportunities for students to provide and evaluate psychological services for people suffering from health problems such as heart disease, cancer, burns, diabetes, respiratory and gastroenterological conditions or impending surgery.

Public health psychology Placements

Health promotion activities may occur in medical care settings, but also in agencies which aim to reduce health risk factors through public education and behaviour change (e.g. smoking cessation, safe sex, sunsmart habits, diet modification, exercise promotion, parenting and family education, falls prevention for the elderly, carer support groups, occupational health and safety etc.)

Placement Coordinator

The Placement Coordinator (PC) is the person 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.

Students 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.

University Placement Allocation Committee

- a. **UPAC**, (university placement allocation committee) is a group of the Placement Coordinators from the professional psychology coursework degrees at 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 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.
- b. **UPAC** will send out a list of available field supervisors (and field sites) to the placement coordinators at each University. The Coordinator will then circulate these to the students at that University to gain areas of interest. While UPAC has been established to coordinate clinical psychology placements across the three SA universities, some placements offered through UPAC may be suitable for Health Psychology Masters students.

Students do not determine their own placements; they nominate preferences.

Under no circumstances should students contact field supervisors directly. However students may advise the Placement Coordinator of their preferences and make suggestions about the Coordinator’s expanding the pool of potential Placement supervisors and agencies.

Further information

It is recommended that students also familiarise themselves with the Course Approval Guidelines- APS College of Health Psychologists (see Appendix B of Program Handbook Section on Practical Placements) and the APAC (Australian Psychologists 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”**

UNIVERSITY OF ADELAIDE
MASTER OF PSYCHOLOGY (HEALTH)
PLACEMENT SUPERVISOR REPORT

TRAINEE:	
FIELD SUPERVISOR:	
UNIVERSITY SUPERVISOR AND CONTACT PHONE NO.:	
AGENCY:	
ADDRESS:	
PHONE:	
DATE OF COMMENCEMENT OF PLACEMENT:	
DATE OF INTERIM REPORT:	
DATE OF FINAL REPORT:	
SUPERVISOR SIGNATURE	

Placements Coordinator:

Prof. Helen Winefield

Phone 8313-3172; 8222-5141; helen.winefield@adelaide.edu.au

NOTES FOR SUPERVISOR REPORT

THIS IS A FIRST / SECOND / THIRD PLACEMENT (please circle as appropriate)

This report can be used for students in any of the three Placements in the Master of Psychology program. The aims of this report are:

1. To provide information on whether the student has reached a satisfactory level of performance in their placement, taking into account whether it is their first, second or third placement.
2. To provide the students with feedback on their performance and to point out areas of strength and weakness in their professional work.

This report covers a number of general areas on which to assess students completing a health psychology placement. Please note that the first section on Professional Practice is mandatory and students must reach a satisfactory level 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 all placements. If an item is not relevant please mark the column not applicable. In some placements the specific goals and objectives of the Placement Contract will provide additional information about the activities, experiences and skills the student hopes to complete. The objectives relating to these specialised activities and skills should be rated on the final page of the Placement Supervisor's Report.

This report should be completed at the end of the student placement. The report should be discussed with the student prior to the final placement visit of the University Supervisor. The details of the report and the completion of the Placement Contract may then be discussed at the final placement meeting. If supervisors are concerned about the student's performance they should discuss their concerns with the university placement supervisor at the mid placement-review or sooner.

COMMUNICATION AND ORGANISATION SKILLS

	Satisfactory	Unsatisfactory	Not Applicable
1. General record keeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ability to organise material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Ability to communicate ideas and opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Ability to write in a professional manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Ability to target reports to the appropriate audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Oral communication skills e.g. case presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Performance at meetings and conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Initiative/independence e.g. organisation of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Other (specified)			

Comments

ASSESSMENT SKILLS

	Satisfactory	Unsatisfactory	Not Applicable
1. Selection of appropriate assessment methods for the health and mental health status of clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Obtaining information through observation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates knowledge of test administration and technical aspects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Establishes rapport with clients during test administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Interpretation of test results and/or protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Understanding of rationale for assessment methods used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Integration of information obtained in assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Ability to provide assessment feedback to clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Ability to communicate assessment results to health care team members clearly and with appropriate management of confidentiality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Other (specified)			

Comments

INTERVIEWING SKILLS

	Satisfactory	Unsatisfactory	Not Applicable
1. Establishing early rapport with clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maintains effective relationship with client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Shows empathic understanding of the client's situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Awareness of own strengths limitations and impact upon clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrates appropriate blend of styles of questioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrate appropriate listening techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Shows good exploration and clarification of problem related information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Shows congruency between non-verbal and verbal behaviours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Other (specified)			

Comments

INTERVENTION AND THERAPY SKILLS

	Satisfactory	Unsatisfactory	Not Applicable
1. Demonstrates ability to identify presenting problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrates ability to formulate & analyse presenting problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates ability to plan relevant intervention programs for different problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Good use of theory and/or research in choosing interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Uses intervention techniques effectively in therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrates good management of time during the session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Maintains focus on relevant problems during the session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Demonstrates ability to implement total intervention programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Regularly monitors & reviews intervention progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Shows good use of relevant homework assignments between sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Works well with others in implementing interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Shows good attention to maintenance and follow up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Demonstrates ability to evaluate total interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Other (specified)			

Comments

ASSESSMENT OF SPECIFIED PLACEMENT GOALS

Satisfactory Unsatisfactory Not Applicable

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

APPENDIX C: EXAMPLE OF PLACEMENT CONTRACT

Master of Psychology (Health)

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..... Clients are eligible for this service if ...

Clients typically present with Referrals are usually from Clients receive treatment on a voluntary basis, ... (?) The aim of the clinic is

It provides a range of programs aimed at 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 psychologist.

XX Ward

Tel: (08)

X Building,

[postal address]

description of the agency, its goals, policies, staff structure, client presenting problems and models of treatment.

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 and Discipline of Psychiatry jointly offer a Master of Psychology (Health) degree, a two-year course of preparation for practice as a health 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 experienced supervisors, and a research thesis.

GENERAL CONSIDERATIONS

Attendance: The student may need to attend some coursework requirements during the Placement period, so times of Placement attendance need to be discussed and mutually agreed by supervisors and student. The equivalent of 45 working days is required to complete the placement.

For 2nd or 3rd placements only As this is a (2nd or 3rd) 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.

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 – example for CTAD Placement

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 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 psychological practice.
5. To observe and gain practical skills in the assessment of health and mental health, 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 psychological forms of therapy.
8. To gain a better understanding of how the Mental Health Act is implemented in inpatient and community settings.
9. To gain understanding and experience in how to work efficiently with other health professionals.
10. To learn about the preparation, conduct and evaluation of health promotion activities for individuals or groups.

TRAINEE ACTIVITIES (examples)

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 tests as appropriate.
8. To help plan and conduct a group relaxation class, or help clients quit smoking, cope with cancer, self-manage their chronic health conditions, or make other health-related behavioural changes.

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. 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.

6. 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.
7. 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.
8. These documents and a signed copy of the contract will be handed to the University Supervisor, for University records.
9. 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 End-Of-Placement Review Meeting

- Signed-Off Contract
- Placement Supervisor's Report
- Placement Logbook (signed by trainee & supervisor)
- Case Reports: 1 or 2
- Trainee's Written Evaluation of Placement

APPENDIX D: EXAMPLE OF HEALTH PLACEMENT LOG BOOK

University of Adelaide
School of Psychology and Discipline of Psychiatry

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 Placement 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
Community group	Treatment	Travelling to Client	Case Notes
	Case Review	Prof. Dev.	Interpreting Scores
	Consultation	Presentation	Program evaluation

The University of Adelaide
School of Psychology and Discipline of Psychiatry

TIME SHEET

Day: _____

Date: _____

Time	Placement Experience (Defined in Guidelines)		Skills Developed
	Client Code	Activity (e.g., Treatment, supervision)	
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: _____ Psychological practice.....; interactions with clients..... with supervisorswith other health professionals

Note: Confidentiality must be preserved.

The University of Adelaide

School of Psychology

LOGBOOK SUMMARY

Placement 1

Total placement hours
Professional Experience Hours
Face to face interactions with clients Hours
Health promotion hours
Supervision Hours

Placement 2

Total placement hours
Professional Experience Hours
Face to face interactions with clients Hours
Health promotion hours
Supervision Hours

Placement 3

Total placement hours
Professional Experience Hours
Health promotion hours
Face to face interactions with clients Hours
Supervision Hours

Total of all placements

Total placement hours
Professional Experience Hours
Face to face interactions with clients Hours
Health promotion hours
Supervision Hours

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)

To be completed by the Student:

Specific goals or planned activities etc. that have NOT yet been achieved (e.g., 'Yet to conduct initial assessments independently'). Please indicate plan for achieving these.

(Please add more comments on other paper if needed)

Signatures:

Trainee _____

Date: _____

Field Supervisor _____

Date: _____

University supervisor _____

Date: _____

APPENDIX F: PROFESSIONAL DEVELOPMENT ACTIVITIES

RECORDING OF PROFESSIONAL DEVELOPMENT ACTIVITIES.

Students are required to keep a record of their professional development (PD) activities throughout their enrolment in the program. Students should begin recording PD from the time of their enrolment in January of their first year, and continue recording PD 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 Program Coordinator 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 PD logsheet. (see following pages)

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 on the following pages..

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

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

RECORD OF PROFESSIONAL RELEVANCE



Name: _____

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:** _____

