

COLLEGE OF ARTS

UNIT OF STUDY GUIDE

AMPC Master of Applied Psychology (Community Psychology)
AMPL Master of Psychology (Clinical Psychology)

Placement Manual 2015 - 2016

College of Arts

Discipline of Psychology

We acknowledge the Elders, families and forebears of the Wurundjeri and Boonwurrung tribes of the Kulin Nation who were the custodians of University land for many centuries.

We acknowledge that the land on which we meet was the place of age old ceremonies of celebration, initiation and renewal and that the Kulin Nation people's living culture had and has a unique role in the life of this region.

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We welcome feedback from students and Field Supervisors about how we can improve its usefulness.

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1.0. STAFF CONTACT DETAILS

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2.0. OVERVIEW

This Placement Manual has been developed in accordance with the Australian Psychology Accreditation Council (APAC) Accreditation Guidelines for professional postgraduate programs (June 2010, Version 10), the Course Approval Guidelines of the Australian Psychological Society (APS) Colleges of Community and Clinical Psychologists. The Master of Applied Psychology (Community Psychology) and the Master of Psychology (Clinical Psychology) courses are accredited for APS membership as well as by the respective Colleges of Community and Clinical Psychologists. Both of these courses meet the requirements for registering as a psychologist with the Australian Health Practitioner Regulation Agency (AHPRA) and allows students to eventually obtain endorsement in community or clinical psychology.

Master of Applied Psychology (Community Psychology)

Students are required to complete 1000 hours placement over their course, comprising of three placements each of at least 333 hours (about 45 days). Practicum 1 will take place in Year 1 Semester 2, of the course for full-time students, and will normally be a generalist placement. Practicum 2 and Practicum 3 will take place the following year, and will be specialist placements in Community Psychology.

Master of Psychology (Clinical Psychology)

Students are required to complete 1100 hours placement over their course, comprising of four placements each of at least 275 hours (about 45 days). The first placement (Clinic – CBT) will take place at the Victoria University Psychology Clinic (VU Psychology Clinic) and will commence Year 1, Semester 1. This will be followed by the second placement (Clinic – Psychodynamic) at the VU Psychology Clinic which will continue for the duration of the course. The third and fourth placements are both external and will start at the end of Year 1 or early Year 2.

2.1. Location of Placement within AMPC Master of Applied Psychology (Community Psychology) Program

Year 1

Semester 1		Semester 2	
APM5010	Psychological Practice 1: Ethics & Professional Practice	APM5003	Qualitative Research Methods
APM5013	Quantitative Research Methods	APM5021	Practicum 1
APM5018	Psychological Practice 2: Psychological Assessment	APM6009	Psychological Practice 3: Counselling Theories, Skills & Interventions
APM6030	Thesis Research	APM6030	Thesis Research
APM5001	Foundations of Community Psychology	APM6060	Psychology of Community Health

Year 2

Semester 1		Semester 2	
APM6021	Practicum 2	APM6050	Practicum 3
APM6070	Extended Research Thesis	APM6070	Extended Research Thesis
AXXXXXX	Elective	AXXXXXX	Elective
APM6002	Community Psychology Interventions	APM6040	Psychological Practice 4C

2.2. Location of Placement within Clinical Psychology

Year 1

Semester 1: Masters Component (AMPL Clinical)	
APC5201	Research Project 1
APC5203	Clinical Experience 1
APC5204	Professional Practice Issue
APC6206	Child and Adolescent Psychopathology
APC5207	Adult Psychopathology
APC5211	Interventions 1
APC5216	Clinical Psychology Assessment 1

Semester 2: Masters Component (AMPC Clinical)	
APC5208	Research Project 2
APC5210	Clinical Experience 2
APC5213	Research methods
APC5217	Clinical Psychology Assessment 2
APC5218	External Placement 1
APC6206	Interventions 2
APM5008	Interventions 3

Year 2

Semester 1: Masters Component (AMPL Clinical)	
APC6201	Research Project 3A
APC6204	Clinical Experience 3
APC6205	Clinical Health Psychology 1
APC5216	Child and Family Interventions
APC6216	Advanced Assessment and Clinical Skills
APC6215	Interventions 4
APC6217	External Placement 2

Semester 2: Masters Component (AMPL Clinical)	
APC6209	Research Project 4A
APC5205	Group Process
APC6211	Neuropsychology Disorder and Psychopharmacology
APC6212	Clinical Experience 4
APC6213	Clinical Health Psychology 2
APC6218	External Placement 3

3.0. COURSE REQUIREMENTS FOR PLACEMENTS

Practicum Placements (here after called Placements) are a significant component of the course and provide students with the opportunity to apply, test and develop theory and practice skills.

Placements enable students to develop their understanding of professional practice and from this to build the theoretical and skills base of their future practice. All students are required to participate in the Placement component as described in this manual and the supporting documents.

3.1. Aim and Objectives of Placement

The Placement component will provide students with extended knowledge of psychological practice settings, and the roles and responsibilities taken by professional psychologists in these settings. It is also designed to integrate academic learning with professional applications in the context of supervised practice. Work will be carried out on tasks and activities negotiated with the Field Supervisor and approved by VU staff.

Objectives:

- a) To provide students with the experience of a range of psychological activities in professional settings
- b) To facilitate the application of skills and knowledge learned in the course to applied settings
- c) To provide opportunities for supervised practice in a field setting
- d) To develop an understanding of the constraints, pressures and satisfactions that psychologists experience in their everyday work

The University recognises the considerable demands placed on the professionalism and goodwill of agencies in supporting the field training of psychologists. We expect students to involve themselves in the activities of the agencies as much as time and resources permit - attendance at staff meetings, assistance with duty rosters, involvement in special projects that impinge on the role of the psychologist, such as group work, field research or health promotion that are negotiable within the parameters of the placement. A placement that is of mutual benefit to the student, to clients and to the agency is our intention.

3.2. Duration

There is flexibility for mutually agreeable arrangements for the duration of each placement ranging between eight weeks full-time, to one day per week over a year.

Masters of Applied Psychology (Community Psychology)

The overall placement requirement is 1000 hours and students typically spend up to forty-five days per placement.

Masters of Psychology (Clinical Psychology)

As the program is a dual stream program where student are taught both cognitive behavioural therapy and psychodynamic therapy the requirements are higher than those set by APAC and the APS Clinical College. The overall placement requirement is 1100 hours in the placement, including a minimum of 420 hours face-to-face client contact and 180 hours of clinical supervision. The minimum requirement for any placement is at least 200 hours of practicum work and 80 hours of face-to-face contact.

No.	Clinical Placement	Number of Total Hours	Face to Face Hours	Supervision Hours	Days	Percent
1	Clinic - CBT	275	105	45	30	25%
2	Clinic - Psychodynamic	275	105	45	30	25%
3	External 1	275	105	45	45	25%
4	External 2	275	105	45	45	25%
	Totals hours	1100	420	180	150	100%

1 day = 7.5 hours, group supervision must be 50% or less for each placement

3.3. Leave of absence

Like any workplace, and in accordance with the needs of the agency and clients, leave of absence from placements is not encouraged. Should a student require leave for any period (e.g. to attend a conference or for special circumstances, or is absent from a placement due to illness), a leave of absence application should be submitted (e.g. conference details, medical certificate). This needs to be signed by the Field supervisor and the course coordinator or placement coordinator and submitted with all other placement documents once placement is completed. Any student, who is absent without leave from any allocated or assigned placement, may be called upon to show cause why they should not be deemed to have failed to complete the requirements of that placement.

3.4. Placement in a place of employment

It is recognised that students may be employed at a potential placement setting. Since the placement is intended as an educational experience for developing professional psychological expertise, the mere continuation of regular employment duties in the absence of demonstrably enhanced psychological expertise is not sufficient to meet the Placement requirements of the program. An acceptable placement may be arranged within that setting under the following conditions:

- a) Students already employed may undertake one placement only, as part of their current employment, not exceeding one third of the total Practicum Placement hours over the course¹
- b) The placement undertaken must be of direct relevance to the Masters course
- c) The work would ordinarily be done by a suitably qualified psychologist
- d) Supervision must be arranged to meet the course requirements
- e) The student must develop placement objectives and tasks that will enhance their current expertise
- f) In the event of a student's change of employment, a placement can be undertaken in the new setting provided the above conditions are met

3.5. Placement as part of regular employment (Clinical Only)

Students may seek approval from the Student Review Board (SRB) to undertake and complete one of their external placements in their place of employment. In order for employment to meet the criteria of an external placement, it should involve either psychological assessments and/or therapy experience with clients. Face-to-face client work should constitute at least 50% of the time that the student is employed. The employment should be at least equivalent to 2 days per week for the duration of the usual placement period. The employment should be supervised by a clinical psychologist who is on site, and who has the requisite two years of experience post-endorsement as a clinical psychologist.. The clinical psychologist must also be registered with AHPRA as a supervisor.

¹ See APAC (June 2010) page 60, 5.3.30

The request to the SRB for permission, in principal, to use the place of employment as a placement needs to include the following:

- 1) Placement period for which permission is requested
- 2) Nature of the clinical work undertaken during employment (e.g., conducting therapy groups, individual assessment and therapy, neuropsychological assessments)
- 3) The nature of the patient group with whom the student will be working
- 4) The name and qualifications of the proposed supervisor

The SRB will consider the request at their following meeting and inform the student verbally or in writing of the outcome. Where approval is given, all students are to clearly differentiate in their log books, their roles and responsibilities contained in their statement of duties as employees of their agency from the roles and responsibilities associated with their placement.

3.6. Content of placements

Tasks to be completed while on placement will be negotiated with the Field Supervisor, student and the Placement Coordinator according to the agency's requirements and student's learning needs. A Learning or Placement Contract will be developed early in the placement to form the basis for ongoing review and assessment. The Learning or Placement Contract can be found in the Appendices (Generalist Placement, Appendix B1; Community Psychology Placement, Appendix B2) or online at VU Collaborate for Clinical Psychology Placement.

A Logbook of hours spent on placement must be maintained by the student and countersigned by the Field Supervisor on a weekly basis. At the end of the placement, the Field Supervisor will be asked to complete the student assessment forms (Community, Appendix C) or mid & end-of-placement supervisor report (Clinical, VU Collaborate). These forms will be part of the student's practicum appraisal. For more details on the logbook requirement, please refer to the section on Assessment below (7.2 Log Book Requirements)

Masters of Applied Psychology (Community Psychology)

Detailed content requirements for APM 5021 Practicum 1 are set out in the Unit Outline distributed in class. Content requirements for specialist placements are developed in accordance with the respective College requirements, and distributed in specialist Practicum classes.

Master of Psychology (Clinical Psychology)

Placements are expected to provide students with the experience of dealing with a range of client problems (e.g., acute as well as chronic disorders), across varying age ranges (child, adolescent, adult and older adult), setting (e.g., inpatient/outpatient, community) and use a variety of clinical skills (assessment, diagnosis and treatment). Each placement should be different in focus so that each of the above dimensions are covered adequately.

4.0. SUPERVISION

4.1. Introduction and Aims

Supervision can be viewed as an educational activity. Evaluation and feedback are significant components of the process, particularly in the early stages of training. There are several different forms or methods of supervision which, when combined, permit ample opportunity for well-rounded evaluation and feedback for the student. The methods that contribute to the supervisory process include:

- 1) Discussion of psychological work between supervisor and student
- 2) Direct observation of psychological work
- 3) Joint or group supervision with other students

The aims of supervision are:

- 1) To assist students in the application of knowledge and skills gained from tertiary studies in psychology to their work as practicing psychologists
- 2) To protect clients and students during the stage of learning professional skills and roles
- 3) To promote ethical and professional standards of conduct and service
- 4) To support the professional development of students in a ways that will increase their effectiveness as future psychologists

4.2. Who can be a Field Supervisor?

As both the Masters of Applied Psychology (Community Psychology) and Masters of Psychology (Clinical Psychology) are subject to the accreditation requirements of APAC, the Field Supervisors need to have at least two years relevant full-time experience as a psychologist following the awarding of their postgraduate psychology degree, and be approved by AHPRA as supervisors for Higher Degree programs (refer <http://www.psychologyboard.gov.au/Registration/Supervision>)

/Find-a-supervisor.aspx). All Field Supervisors must also hold current full registration as a psychologist with the Registration Board in the supervisor's country of principal residence.² In addition to the above, students completing the clinical program need Field Supervisors to be endorsed in clinical psychology for at least two years as per APS College Course Approval Guidelines for Clinical Psychology.

4.3. Supervision where this no suitable psychologist

In exceptional circumstances where there is no experienced psychologist to provide on-site supervision an alternative arrangement is possible. An external Field Supervisor from outside the setting (provided they are a suitably qualified psychologist), in conjunction with a member of staff at the agency would provide supervision. This is only acceptable once during the placement experience and must constitute no more than 33% of a student's total placement experience for that course.³

4.4. Field Supervisors resume

It is a requirement of APAC that each Field Supervisor submit a brief CV with details of their qualifications and experience to the Practicum Coordinator. This information will be held on file, securely, in the Placement Coordinator's office.⁴

4.5. Supervision arrangements

Supervision of all placements must involve one hour of direct contact for each full day of placement (7.5 hours). This can be either individual supervision or group supervision (including case conference or client review meeting) and university practicum classes. When supervision comprises a mix of individual and group, no less than 50% can be individual supervision. Direct contact supervision may include telephone, video conference or other electronic forms of real-time interaction, as long as the total percentage of supervision conducted by such electronic means across all practicum placements units is never greater than 40% for any given student.⁵ For Clinical Psychology students distance supervision (phone or video link) may only be taken when access to eligible supervisors requires travel that exceeds a distance of 100km.

² See APAC, (June 2010) page 59, 5.3.23

³ See APAC, (June 2010) page 59, 5.3.24

⁴ See APAC (June 2010) page 59, 5.3.21

⁵ See APAC (June 2010) page 59, 5.3.25

For registration and assessment purposes, students should enter brief details of supervision sessions in their Logbook along with more detailed reflections (Community: see APM5021 Practicum 1 Unit Outline, and below in this Placement Manual, Section 7.0, Assessment, 7.2 Log Book Requirements). Field Supervisors should also maintain formal supervision notes to inform mid-placement discussion, final assessment and registration reports.

4.6. University liaison and supervision (Community Psychology)

In addition to the Field Supervisor, each student will be allocated a University staff member as liaison person for the duration of the placement. The liaison person will maintain contact with the student and Field Supervisor, and all three should be present during liaison discussions. The purpose of these contacts is to offer support to both student and Field Supervisor, to monitor placement progress and to get feedback about course content in relation to applied settings. At least one contact takes the form of an agency visit, while the other two contacts can take place by telephone.

The first contact focuses on the Placement Learning Contract, how and what the student plans to learn, and whether any problems are anticipated. The second contact is a mid-placement discussion to review the contract and note progress. The Field Supervisor is asked whether the student is likely to pass the placement, so that if there are major concerns there is sufficient time left to address them. The final contact usually takes place in the last two weeks of placement, and focuses on the student's final assessment report and on the evaluation of the placement as a whole.

5.0. PLACEMENT PLANNING AND PREPARATION

5.1. Seeking Placements

Placement allocation is the dual responsibility of the University and the student. In the semester preceding a placement, the Placement Coordinator will meet with students and outline placement requirements. Students need to consider their previous training and work experience, and to take into account the skills, knowledge and experiences required by the employment areas in which they are interested in working for the future.

Master of Applied Psychology (Community Psychology)

Students are encouraged to approach agencies regarding possible placements. (Please see Appendix A1 for an example letter to be used to communicate with the agency.)

Master of Psychology (Clinical Psychology)

Students MUST not contact agencies directly unless they have obtained approval from the placement coordinator. Instead, they are to complete the placement preference form in Appendix A3 and return it to the placement coordinator.

Students may request placements at agencies known to them, or in agencies that have offered placements to the University. Every effort will be made to consult with students in seeking an optimum match between course requirements, individual preferences, and the expectations of available agencies and Field Supervisors. Students should contact the Field Supervisor or agency staff members, arrange a visit to the agency, and meet to discuss the proposed placement, mutual expectations, the student's learning needs and the opportunities available within the agency. If an agency expresses interest in providing a placement, the student should notify the Placement Coordinator so that the University can clarify with the agency what is being offered and whether it meets course requirements.

Students should be aware that Victoria University has established relationships with placement agencies in both Melbourne and regional Victoria and therefore it cannot be guaranteed that students will be allocated close to their place of residence. There is a possibility that students will be allocated to an agency which is not their first preference or is located in country Victoria which will require significant travel. If this is of concern then students are encouraged to submit to the SRB an explanation as to why they are to be exempt from significant travelling.

5.2. Factors for Students to Consider when Seeking a Placement

When you contact a potential placement (**Clinical Psychology students must speak to the Placement Coordinator first**), you may wish to ask about:

Learning Opportunities

- a) What does the agency offer as practice opportunities?
- b) Why are they interested in having a student on placement?
- c) What is the philosophy/general value orientation of the agency?
- d) Who would be involved in supervision? Are any co-supervision arrangements necessary?
- e) Will the Field Supervisor be available on a regular basis throughout the placement period?

- f) What expectations does the Field Supervisor have regarding the use of a contract, preparation for supervision, assessment procedures?

Practical Organisational Arrangements

- a) What hours does the agency operate? What are the expectations about attendance out of regular hours, time in lieu, etc?
- b) Does the agency have particular policies about dress and presentation?
- c) What facilities are available for you - room/desk/telephone/computer?
- d) Are there any safety issues particular to this placement?
- e) Are police checks required for students and staff at this agency?

You should be able to tell them

- a) Why you are potentially interested in the placement
- b) The educational needs you hope to address during placement
- c) The personal strengths and skills you bring to the placement
- d) The practicalities of placement requirements according to the information you have been given from University staff (dates, time, etc.)
- e) You may be asked to comment on your theoretical orientation, or to make a formal application including submission of a curriculum vitae and attendance at an interview

Together you should both be able to sum up the discussion and clarify any future action. Remember to notify the Placement Coordinator of the outcome of your pre-placement visit.

5.3. Preparation for Field Supervisors

The Placement Coordinator will discuss and confirm placements individually with each Field Supervisor. The Placement Coordinator will then confirm placements in writing and provide a copy of the Practicum Manual and the Victoria University Learning in the Work placement and Community (LiWC) Agreement.

5.4. Registration

All students must be registered as Provisional Psychologists with the Psychology Board of Australia prior to commencing placement. This is a legal requirement under **Health Practitioner Regulation National Law Act 2009** which came into effect on 1 July 2010, and no placement

hours can be accumulated until provisional registration is confirmed. Students are advised to lodge their application well in advance, because the approval process can take several months.

Details can be obtained from:

Psychologists Board of Australia (PBA) <http://www.psychologyboard.gov.au/>
C/-Australian Health Practitioner Regulation Agency

Postal Address

PBA/AHPRA
G.P.O. Box 9958
Melbourne VIC 3001

Office Location

Level 8, 111 Bourke Street
Melbourne VIC 3000
Tel. **1300 419 495**

5.5. Police Check

Students are required to obtain a Police Check prior to client contact. Students must also notify the Placement Coordinator if their criminal record status changes during the course of their study. International students will need to obtain a police clearance from their home country.

5.6. Working with Children Check

Students whose placements require them to work unsupervised with children must also apply for a Department of Justice “Working with Children Check” (WWC Check). As a student you are entitled to apply as a ‘volunteer’, with a reduced application fee. Please note that this application process can take several months. Not having a WWC may hold up your practicum work.

5.7. Immunisation (Placements in hospital settings)

Students are advised to contact their health care practitioner/doctor for advice regarding immunization. The University has an obligation to advise a health facility if you refuse, on the basis of conscientious objection, to be screened and/or vaccinated against preventable diseases. If there is a risk that patient safety may be compromised, you may be prohibited from undertaking a clinical placement.

A guide to vaccinations for students can be found at the Victorian Department of Health website. Students on placements are in the risk Category A – “Allied health practitioners”
<http://www.health.vic.gov.au/immunisation/workplace-immunisation.htm>

As well as offering protection to patients and clients, these requirements support the University's commitment to take all reasonable steps for the protection of students from dangerous communicable diseases during the period of their enrolment at the University. It should be noted that screening and vaccination costs are your responsibility and will vary for individual students, based on your immunisation history. As some vaccinations, such as Hepatitis B, need multiple inoculations over a period of time before immunity is achieved, screening and vaccination should be planned early.

5.8. Preparation for Students (Community Psychology)

Prior to their first placement, students must satisfactorily complete the first-year, first semester subject APM 5010 Psychological Practice 1, which focuses on ethics and professional practice, as well as preparing students for the realities of working in applied settings.

Concurrent with each placement is a fortnightly two hourly university-based seminar series designed to support and enhance students' placement experiences. These units are APM5021 Practicum 1, APM6021 Practicum 2, APM6050 Practicum 3 (See Course Schedule in Section 1.2 above). In addition to the stated placement objectives, the objectives of these seminars are:

- a) To explore with students the experience of being on placement, and to develop strategies for making the best use of that opportunity
- b) To facilitate sharing among students of the knowledge and experience gained on placement, especially regarding agency and public expectations of psychologists
- c) To respond at a group level to any difficulties arising on placements

As well as the curriculum being designed to provide students with skills needed for placement, specific time is set aside in class on topics such as:

- a) Developing a Supervision Learning Contract
- b) How to write a supervision journal and placement Logbook
- c) How work will be assessed
- d) The respective roles of the Field Supervisors and university staff members
- e) Ethical considerations in psychological practice

5.9. Preparation for Students (Clinical Psychology)

In this initial period students are trained in practical understanding of clinical professional aims and responsibilities, the procedures of the clinic management, administration and operation, and actual planning and carrying out of clinical assessment. The routine responsibilities of contact with clients

and referring agents, file and record keeping, basic test administration and scoring, clinic security, and use of clinical supervision are all emphasized.

Students are expected, during this period, to become thoroughly familiar with the Victoria University (VU) Psychology Clinic Procedures Manual, which has been developed to provide precise details of all clinic requirements. Specialised assessment in the clinical setting is explored at this stage, with students addressing the complementary methods of behavioural observation, clinical interview and formal psychometric techniques. The principles and practice of mental status examination are introduced in this context. The model adopted is the problem formulation and hypothesis testing approach recommended by the College of Clinical Psychologists which provides for the subsequent construction of individualised treatment programs.

After the initial period of preparation students commence their first placement (Clinic -CBT) at the VU Psychology Clinic which is located at MetroWest Campus. The time commitment for the placement in the VU Psychology Clinic is 1 day per week for approximately 20 weeks. This will include a range of activities such as therapy, supervision, clinic administration, review meeting, record keeping and report writing. The second internal placement (Clinic – Psychodynamic) , also located at the VU Psychology Clinic will continue until the end of the course. This placement will give student’s experience in using long-term therapy for a ½ day per week during the second year.

It is important to note that the clientele of the VU Psychology Clinic are from the general community, especially the western region, where the availability of other clinical psychological services is limited. The level of distress or disturbance among the clientele varies from severe psychiatric disorders, personality problems to everyday relationship problems, depression and anxiety disorders, behavioural problems and learning difficulties. Thus the experience gained within the VU Psychology Clinic is broad, and may involve the student in complex collaborative work with other human services, agencies and agents in the community. Once students have satisfactorily completed the first internal placement (CBT) at the VU Psychology Clinic they can commence the first external placement.

6.0. ROLES/RESPONSIBILITIES IN A PLACEMENT

6.1. University's Responsibilities

- a) Provide theory and skills input that prepares students for placement and complements the placement process
- b) Provide Field Supervisor written material to help placement preparation and
- c) Provide guidelines for learning and assessment at each level of the student's education
- d) Provide adequate pre-placement planning and liaison
- e) Assist should problems arise in placements
- f) Ensure a fair assessment procedure for student performance which gives a central place to Field Supervisors' contributions
- g) Provide information and regular support to Field Supervisors and students throughout the placement
- h) Notify students and agencies of insurance arrangements

6.2. The Placement Coordinator

The role of the Placement Coordinator is to administer the Placement requirements for AMPC Master of Applied Psychology (Community Psychology) and AMPL Masters of Psychology (Clinical Psychology) programs. She/he will assist students to find suitable placements, coordinate liaison between agencies, placement of Field Supervisors, students, and university teaching and liaison staff, and ensure that students have an appropriate range of placement experiences within the guidelines set down by the APS, APAC and the Psychology Board of Australia (PBA).

Should difficulties occur in the placement, the Placement Coordinator's role is to help clarify the issues and work through solutions. Should a student wish to withdraw from their placement temporarily or permanently, or a Field Supervisor terminates a placement, it is essential that the Placement Coordinator be contacted prior to any final decision so that a course of action can be negotiated. If the student does withdraw permanently, a report on the placement needs to be written by the Field Supervisor and the student and university liaison person in consultation with the Placement Coordinator.

6.3. Agency Responsibilities

- a) Provide a range of practice opportunities suitable for student learning
- b) Provide staff time for supervision

- c) Provide suitable working space and facilities
- d) Reimburse costs for travel undertaken during placement, as per agency policy for staff
- e) Make provision for students to participate in the organisational processes of the agency as appropriate
- f) Provide support for Field Supervisors (in terms of time, workload recognition etc.)
- g) Provide replacement staff in the event that Field Supervisors are unwell or unable to continue supervision
- h) Notify the Placement Coordinator if the above arrangements cannot be maintained

6.4. Field Supervisor's responsibilities

Responsibilities include:

- a) Participate in placement pre-planning, Field Supervisor orientations, and the student placement selection process
- b) Be clear about knowledge, skills and other requirements for completing placement activities
- c) Act as a role model for the student's developing understanding of the psychologist's role within the agency; this includes the provision of opportunities where possible for student observation, especially during the first Placement Practicum
- d) Assist the student in formulating their understandings of:
 - i. the student's learning goals and methods of learning
 - ii. agency expectations of the student regarding task performance and work ethic
 - iii. supervision times, time availability and accessibility, and Placement Practicum assessment
- e) Be clear about expectations of students and provide them feedback about performance
- f) Provide time for regular supervision sessions
- g) Ensure that the University is alerted to any difficulties in the placement at the earliest possible time
- h) Complete written assessment reports on the student's performance, in accordance with University and Psychology Board requirements.

6.5. Student's responsibilities

- a) Be clear about knowledge, skills and other requirements for completing placement activities
- b) Develop learning objectives, tasks and methods of self-evaluation within the framework of course and agency expectations
- c) Carry out professional practice tasks as negotiated with the Field Supervisor and agency
- d) Maintain a supervision journal (supervision log) and placement Logbook.
- e) Work within the agency structure and meet the agency's reasonable expectations of practice

- f) Be aware of and act in a manner consistent with the ethics and values of professional psychologists
- g) Where students disagree or are uncomfortable with any aspects of the placement, these matters should first be discussed with the Field Supervisor/s, then, if not resolved, with the Placement Coordinator . This process is particularly important where students make decisions about significant aspects of the placement (e.g., leaving placement or refusing particular activities). Should students unilaterally make such decisions, their successful completion of the placement is jeopardised
- h) After discussions with the Field Supervisor, students will complete a mid-placement review against their learning objectives.
- i) Students will also complete an end of placement report which builds on the mid-placement report

6.6. Fitness to Undertake Practicum requirements

Students are required to ensure that they are fit for practice – without physical or mental impairments which could affect their own safety or the safety of the public for whom they will be providing health care at allocated placement agencies during professional experience placements. The Australian Health Practitioner Regulation Agency (AHPRA) has defined impairment as:

“a physical or mental impairment, disability, condition or disorder (including substance abuse or dependence) that detrimentally affects or is likely to detrimentally affect a:

- Registered health practitioner’s capacity to safely practice the profession
- Student’s capacity to undertake clinical training “

<http://www.ahpra.gov.au/Notifications/What-is-a-notification/What-can-notifications-be-about.aspx>

It is the obligation of the student to inform the Course Coordinator as soon as possible, if they develop any physical or mental impairment, disability, condition or disorder (including substance abuse or dependence) or an existing condition re-emerges that may impair their ability to undertake practice during professional experience placements.

7.0. ETHICAL ISSUES

All parties involved in Placement Practicum should familiarise themselves with the Australian Psychological Society Code of Ethics and accompanying Ethical Guidelines; in particular the Guidelines on Supervision. The Code and Guidelines are available to APS Members on the Society's website: www.psychology.org.au.

Copies of APS Code of Ethics and other resources can be downloaded from the following website:
<https://www.psychology.org.au/about/ethics/>

7.1. Confidentiality

It must be understood that client confidentiality is crucial, and is not to be compromised during supervisory meetings or Practicum classes. University staff and students will respect the policies and procedures of placement organisations regarding client files and information. Discussions with postgraduate students constitute professional consultations. Breaches of confidentiality can cause damage to clients and a loss of career opportunities for the student (as well as damage to the reputation of the course). Such breaches are regarded as serious violations of professional ethics. Client information must not be discussed without the prior approval of the person(s) involved and the placement Field Supervisor. If these approvals are granted, details need to be sufficiently disguised so that the identity of clients and other persons involved remain protected. A breach of confidentiality will most likely result in an automatic failure in the placement and notification to the Psychology Board of Australia.

8.0. ASSESSMENT

8.1. Introduction

Assessment Tasks related to the Placement include; a Logbook requirement, a placement contract, mid and end of placement supervisors report. Details are included below.

8.2. Placement Logbook

To comply with APAC Accreditation Standards, as well as the PBA registration requirements, on commencing the 5th year, every postgraduate professional coursework student must commence a Logbook of practica, and supervision experiences. The Logbook must detail:

- 1) The nature and hours of all placement or other practica taken (internal and external)
- 2) The dates, nature and hours of supervision, with group supervision clearly differentiated from individual (i.e., one-on-one) supervision
- 3) The Logbook must clearly specify the nature of client work undertaken
- 4) The supervisor is required to sign and date the Logbook at the end of each week

The original of the Logbook must then be submitted to the Placement Coordinator, and stored by the University for a period of ten years after the student has graduated. The Registration Board may request copies of these logbooks.⁶

8.3. Supervision Logbook

The supervision Logbook should include the date, supervisors name, student name and type of supervision. The Logbook should consist of a detailed narrative of what occurred in supervision. The Supervisor should also indicate that the entry is an accurate representation of the practice undertaken and which clearly shows in a readable form with the supervisors name accompanying each signature.

8.4. Digital Logbooks (Optional)

Students may use a digital logbook (online software) to log their placement hours across external placements instead of the paper and pen version described previously. The placement software

⁶ See APAC (June 2010), page 54, 5.1.17

endorsed by VU is the *mypsychtrack* software. Students wishing to use the software will need to fund their own registration. The fee is low and the account can be used for all placements.

<http://www.mypsychtrack.com/>

8.5. Learning Contract or Placement Contract

Within three weeks of commencing the placement, the student and Field Supervisor must complete and sign a Learning Contract (Community Psychology) or Placement Contract (Clinical Psychology) stating the learning objectives for the placement, the range of tasks and activities to be undertaken, and the methods to be used to evaluate whether expected tasks have been completed and whether learning objectives have been achieved. **Please note that this is a hurdle requirement for both the Community and Clinical Psychology programs and you may fail your placement if you do not submit your Learning Contract/Placement Contract within the first 3 weeks of your placement.**

The Learning Contract or Placement Contract must be seen as a major priority of the first weeks of placement.

Be warned: Learning Contracts or Placement Contracts are often experienced as "a massive pain". It is common for students to say something like "I know what I want to learn, but I don't need to write it down." . However, most students come to agree that work put into developing a learning contract is very worthwhile as it can become a set of guidelines through which to monitor learning and progress, as well as clarify expectations between students and Field Supervisors early in placement.

It is important that students are very specific in identifying objectives in the Learning Contracts or Placement Contracts. For example, rather than saying 'I want to learn how to interview', it may be more useful to say 'I wish to learn how to begin an interview, how to complete an assessment, how to handle silence in an interview, and what to do if someone cries in an interview'. Students should pay careful attention to the criteria by which each learning objective is to be evaluated. For example, if an objective is to be assessed by feedback from the Field Supervisor, you need to specify what the Field Supervisor will expect, or what you hope they will be able to say of your performance. It is appreciated that new goals and areas of activity and learning will emerge throughout placement and contracts may be modified to incorporate these.

The finalised Learning Contract or Placement Contract should be forwarded to the Placement Coordinator who will keep this document on file.

Master of Applied Psychology (Community Psychology)

Assistance in developing and completing Learning Contracts will be provided in the on-campus Practicum classes. A draft Learning Contract will be required to be presented and discussed in Practicum classes for APM5021 Practicum 1, APM6021 Practicum 2, and APM6050 Practicum 3. To ensure graduates are equipped to practice psychology safely upon registration, students need to be able to demonstrate that they have achieved essential core capabilities and attributes (and the knowledge underpinning them). There is a set of necessary core capabilities and attributes required for general registration, and also for achieving membership of specific APS Colleges.

Upon completion of the Placement components of the course (i.e., 1000 hours) students must be able to demonstrate competencies in Core Capabilities and Attributes in their Practicum Placements. Thus, each Learning Contract needs to be developed to demonstrate links to these Core Capabilities and Attributes. When Community Psychology students complete their generalist Placement, learning will be assessed against the APAC Core Capabilities and Attributes.

In their other two placements, Community Psychology students need to demonstrate competencies in each of the College of Community Psychologist Six Clusters of Competencies⁷ (see Appendix H).

8.6. 2015 Intake – AMPC Master of Applied Psychology (Community Psychology)

Students in the 2015 intake, must work towards the capabilities and attributes from Appendix I in this document.

8.7. Learning in the Workplace and Community Agreement

This document is required by the University and is an agreement between the student, the University and the placement agency. As this is a **legal** document it must be completed (signed and dated) before or on the first day of the placement and submitted within the first 3 weeks of your placement. You need to be aware that failure to complete this document at the start of the placement may have legal repercussions.

⁷ See APS College of Community Psychologists Course Approval Guidelines (September 2010), page 6

8.8. Occupational Health and Safety (OH&S) Form

The OH&S form is located in the Learning Contract or Placement Contract. This form must be completed before or on the first day of the placement and returned to the Placement Coordinator when returning the Learning /Placement Contract.

8.9. Mid placement self-reflective report

Once approximately half the placement has been completed, and before the formal mid placement review meeting, students must forward a written mid placement self-reflective report (about 800 words) to the Placement Coordinator. The Placement Coordinator will keep these reports on file.⁸

The report should:

- 1) Consider the learning objectives and the evaluative criteria in the Learning/Placement Contract
- 2) Discuss tasks which have been completed on placement and the relevance of these to achievement of learning objectives
- 3) Consider the supervision experience
- 4) Discuss challenges or difficulties the student has faced and identify anything students have discovered about themselves

8.10. Mid Placement Review

There needs to be a formal mid placement review meeting which involves the student, the Field Supervisor and the Placement Coordinator or appointment alternative who reviews the student's performance, progress, and the extent to which the placement objectives are being met. The date for this is to be set at the start of the placement. It is the student's responsibility to contact both the Field Supervisor and the Placement Coordinator to determine their availability and to organise a meeting time that suits all parties. Reviews conducted too early may give an unclear picture of progress towards learning objectives. However, if the mid placement review cannot be in the middle of the placement, an early review is preferable to a later one to leave enough time for further development to occur based on the feedback, and to make changes and implement any recommendations. The mid placement review may indicate a proposed change to the original

⁸ See APAC Accreditation Guidelines (2010), page 59, 5.3.28

Learning or Placement Contract or to discuss how unmet learning objectives can be addressed in the second half of the placement.

To aid discussion, all parties will need to have a copy of the Learning or Placement Contract, most recent Weekly Log, preferably the student's mid placement self-reflective report, and for Clinical students only, the completed Field Supervisor Mid-Placement Review form. It is the student's responsibility to ensure that these documents are available.

The Placement Coordinator has an important role in shaping the review and ensuring that it is a productive, useful discussion, rather than a quick check to make sure there are no problems.

The main purpose of this meeting is to encourage discussion on a range of possible issues between the student and Field Supervisor. Most meetings should encompass the following:

- 1) Review the progress of the Learning or Placement Contract
- 2) Give mid-placement feedback to the student on his/her performance
- 3) Identify strengths of the placement from the student and Field Supervisor's perspective
- 4) Discuss difficulties or potential difficulties raised by the student regarding the placement and/or Field Supervisor
- 5) Give mid-placement feedback to the supervisor on his/her supervision
- 6) Allow the student to comment on the quality of the placement
- 7) Discuss limitations of the placement with regard to opportunities for certain types of experiences and ways in which it is envisaged that these will be overcome
- 8) Identify any areas of performance which may require additional attention in order for the student to reach core competency before the end of the placement
- 9) Set targets based upon the above for the second half of the placement

Mid-placement feedback is essential for both the Field Supervisor and the student. Field Supervisors will need to try to set aside positive or negative personal feelings about students when making evaluations. Feedback should be detailed and constructive and designed to help the student to develop a range of effective and appropriate skills; thus, feedback should be based around objective factors and be critical but not wholly negative. However, if a supervisor is seriously unhappy with a student's performance, or any aspect thereof, supervisors need to regard themselves as under an obligation to the profession to indicate this.

8.11. End of placement review

At the end of the placement the Field Supervisor must complete a final assessment (See Appendix C and D) and make a recommendation whether the student has completed the placement to an acceptable level, whether further time should be spent on that placement because the student has not yet met requirements, or whether the student has failed to meet the required standards and is not likely to do so with further work. The final decision regarding whether the student has passed or failed the placement will be made by the Placement Coordinator taking into account the Field Supervisor feedback. If it is considered that the student has not satisfactorily met the requirements, this is to be discussed with the Course Coordinator.

Students are expected to receive an overall satisfactory assessment from the Field Supervisor. Ideally, placement assessment involves a joint interactive process between student and Field Supervisor throughout the placement. Across all of the placements combined, students should aim to demonstrate they have achieved all the competencies outlined in the *APAC Core Capabilities and Attributes- Generalist* list (See Appendix G). However, it is recognised that in any individual placement, it may only be possible to demonstrate some of the competencies (e.g., one placement may have greater emphasis on assessments while in another more intervention strategies may be required.)

8.12. End of Placement Self-reflective Report

Students are to submit to the Placement Coordinator a further self-reflective report (approximately 1200 words), reflecting on their experience as a student in this placement. This report can build on the earlier mid placement report and should:

- 1) Consider the learning objectives and the evaluative criteria in the Learning or Placement Contract
- 2) Discuss tasks which have been completed on placement and the relevance of these to achievement of learning objectives and reflect on the learning acquired
- 3) Consider the supervision experience
- 4) Discuss challenges or difficulties the student has faced
- 5) Identify anything students have discovered about themselves
- 6) Identify further learning needs for future placements or professional development

Students are also invited to complete a Placement Evaluation Form (Appendix F).

8.13. Submitting Final Placement Documents

All documents are to be submitted to the placement coordinator **3 weeks** after the placement has ended. Failure to do this within the required time frame may result in a fail for the placement and the student will need to complete another placement. Document to be submitted are:

- Logbook
- Supervision log
- Placement Supervisors Report
- Reflective Report

8.14. Common problems with placement and documents

Here are examples of problems which students in the past have experienced when on external placement. Students are often required to re-submit their placement document due to the below problems. In rare circumstances students have failed their placement usually due to the severity of the problem.

- The placement agency terminated the placement due to unprofessional behaviour
- Breach of APS Ethical Code
- Lack of or poor communication by student with agency and/or university
- Not seeking supervision during times of distress (physical or psychological) which interferes with the students ability to perform adequately
- Logbook or Supervision Logbook not signed and dated every week
- Missing signature on any of the placement documents
- Lack of detail in the Logbook about the 'psychological work' undertaken while on the placement
- Student ending the placement prematurely as they obtained the number of hours required for the placement earlier than expected
- Obtaining supervision with an inappropriate Placement Supervisor (e.g., not endorsed or registered for supervision)
- The student does not organise a Mid Placement review

8.15. Student Review Board (Clinical Psychology)

The Student Review Board (SRB) meeting is held approximately every 6 months. Participants of this meeting are the Course Coordinator, the Clinic Directory, Placement Coordinator and any other university staff involved in the students training. The aim of this meeting is to review each student's progress in the Master of Psychology (Clinical Psychology) program with a focus on academic,

research and placement performance. Students do not attend this meeting but are welcome to submit in writing any extraordinary requests (.e.g., completing a placement in your workplace). This can be sent to any staff member attending the meeting ideally 2 weeks prior to the meeting. The outcome of any specific request will be provided to each student either verbally or in writing.

If students do not submit their documents on time they will have to wait until the following SRB. The exception to this rule is when students want to graduate and register as a psychologist then students can request an extraordinary SRB meeting to have their marks updated on their transcript. They will need to have completed all placements (internal and external) and submitted their thesis.

9.0. PRACTICAL ISSUES

9.1. Time Requirements

Students on placement should work during the normal hours of operation of the agency, and therefore they should plan their other responsibilities to allow for this. Special arrangements regarding the hours of work *within* a placement can be negotiated between the student and Field Supervisor. For example, students who need to attend medical appointments *may* be able to arrange to make up the time by coming in early on some mornings, or receive time in lieu for evening meetings. Days or time missed through illness must be made up. Students will need to make up any time off taken on public holidays or any other agency holiday.

For students who wish to vary their Placement Practicum hours: Remember that you are basically on placement as a student worker. You should talk to your Field Supervisor and indicate your other needs (e.g., part-time work, childcare) with a proposal about making up the time. Your proposal needs to be acceptable to both the agency and Field Supervisor.

9.2. Costs

Costs associated with travel to and from placement are *entirely* the responsibility of the student. In some cases, agencies may reimburse students for travel costs incurred *during* the working day for agency purposes. Students undertaking a placement that involves home visits, for example, may wish to enquire about agency policy on such costs.

9.3. Use of Agency Resources

Students are reminded that agency resources such as email, telephones, fax machines and photocopying are not for students' personal use and may be used for agency purposes only. Misuse of agency resources may result in the termination of a placement, and an Unsatisfactory result for the Placement subject.

9.4. Student Safety

The University, agencies, Field Supervisors and students themselves all have roles to play in ensuring students' safety on placement.

The University, in the course of class-based teaching, will encourage students to attend to their personal safety on placement. Students will be made aware that psychologists are, from time to time, threatened or assaulted in the course of their work, and that this can happen as a result of the nature of some of the work undertaken, not because of any fault, mistake or incompetence on the part of the worker.

Agencies are expected to have adequate Occupational Health and Safety procedures in place to prevent assaults whenever possible, and to deal adequately with them, should they occur. In the unlikely event of a student's safety being threatened whilst on placement, the agency is expected to provide adequate debriefing and to facilitate the student receiving medical attention or other supports as required.

Field Supervisors are expected to give students a copy of the relevant Occupational Health and Safety procedures during the orientation period of their placement, and to discuss with them typical situations that could compromise worker safety. Field Supervisors should advise students of any particular precautions usually taken with particular client groups; for example, making home visits in pairs, location of 'warning buttons' or any other precautionary practices.

Students themselves should seek out relevant documentation early in the placement, ask about the likelihood of threats to worker safety, discuss any potential threats with Field Supervisors and take any precautions as advised. They should familiarise themselves with the Australian Psychological Society's *Ethical Guidelines for working with people who pose a high risk of harm to others*, available to APS Members on the Society's website: www.psychology.org.au

9.5. Insurance

The Victoria University's Learning in the Workplace and Community office provides a general overview of the University's insurance policies covering student placements:

<http://tls.vu.edu.au/vucollege/LiWC/managinglearning.html#insurancecover>

The procedures and detailed instructions are available at

<http://tls.vu.edu.au/portal/site/liwc/resources/LiWCGuidelinesJune2010.pdf>

They include details of insurance coverage for students undertaking placement, work experience, community placement and other learning in the workplace activities. A full summary of the cover is available under the University's Public Liability and Professional Indemnity insurances.

NOTE: Insurance cover is automatic for students undertaking these activities provided they are currently enrolled Victoria University students.

In addition, the University has public liability cover for Host Employers; this includes cover for any legal liability of the University to indemnify the Host Employer for increased WorkCover premium resulting from a compensable injury to students on practical placement.

We strongly recommend that students going overseas obtain an Overseas Travel & Illness Insurance policy for their medical and additional expenses (e.g., emergency transportation, repatriation, personal property, personal liability).

Frequently Asked Question (FAQ)

Staff of Victoria University's Finance Office have noted below the most asked questions together with appropriate responses. If further details are required please contact the Finance Office.

Accident Insurance

What cover do we have for students on outside placement, fieldwork or other work undertaken off campus as part of a course or approved research work?

Insurance is provided by the University, including travel to and from the activity under the Personal Accident and Travel Section of the Insurance Policy.

Does the University's policy on Students on Outside Placement cover medical expenses?

Yes, but due to Health Insurance Act restrictions it is limited to "non- Medicare" expenses in areas where no Medicare benefit is payable (e.g., physiotherapy). No cover is provided for the Medicare Gap (i.e., the difference between the medical fee and the amount recoverable from Medicare) as NO insurer is permitted by government legislation to cover this aspect.

Most students are covered under Medicare, although this does not apply to overseas students coming to Australia.

Motor Vehicle

If students use their private cars &/or motor cycles on outside placements, fieldwork or other work undertaken off campus as part of a course or approved research work --- are their vehicles insured?

No - it is the responsibility of the vehicle/motor cycle owners to insure their own vehicles/motor cycles.

Public Liability & Professional Indemnity

What cover do students have when on outside placement, field work or other work undertaken off campus as part of a course or approved research work if a client or other person is injured or sustains financial loss as a result of a student's conduct?

Assuming that the students act within the limits of their training, they would generally be indemnified by either the insurance of the client or the University. However, if they act outside their training or experience, or exceed the limits of responsibility given to them, then they could be personally liable.

WorkCover

Are students undertaking work experience as part of their course covered by WorkCover?

Students are not employees of the University, and therefore they are not covered under the University's WorkCover insurance. In most cases, the students would not be covered under the host organisation's WorkCover either. However, if the organisation that the students are placed with pays them for their services, then they might [depending on the legislation relating to workers compensation in the area concerned] be covered under the organisation's WorkCover or workers compensation insurance.

Does this mean that if students are not paid by the host organisation and suffer an injury, WorkCover can never be involved?

No one can be adamant on this, for whilst the short answer would be 'yes' there is always a remote possibility that a court might decide that the student was a 'deemed worker' of the host organisation and therefore entitled to WorkCover benefits under the host organisation's WorkCover arrangements.

9.6. Police Checks

Students are advised that most agencies require students to undergo a police check before being eligible for placement. The police checks are an agency requirement rather than a requirement of the Victoria University. The procedures detailed below are based on the principles of maximum choice and privacy for students, with students' personal information being disclosed only to those who need to know the information in order to fulfil their responsibilities to vulnerable groups. See the link below for more information:

<http://tls.vu.edu.au/vucollege/LiWC/managinglearning.html#policechecks>

Any student who wishes NOT to be placed in an agency requiring a police check should make their position clear to the Placement Coordinator. Students required to undergo a police check will need to collect an Application for Police Records Check from their local police station or Victoria Police website. Students who normally reside interstate or overseas should contact their local State Police force to obtain their clearance.

It is the responsibility of the student lodge the form, with required documents and fee (currently \$34). Replies will go directly to the student, who is then responsible for taking the National police check report to the agency Field Supervisor.

A wait of up to ten (10) days can be expected before a reply is received. This reply will be in one of two formats:

- i. No Disclosable Court Outcomes.
- ii. Disclosable Court Outcomes.

In the case of 'No Disclosable Court Outcomes', the student will take the document to the pre-placement meeting at the agency and show the result to the potential Field Supervisor at the agency where placement is being offered.

In the event of 'Disclosable Court Outcomes', the student should then request the details from Victoria Police, and follow the procedure below. Confirmation of an offer of placement in direct client/patient areas, funded by DHS, cannot occur until the police check result has been assessed and

cleared by the appropriate agency staff member. Any police check information released by students to the Placement Coordinator will not be incorporated into any manual, electronic database or filing system. The only allowable recorded information under Victoria Police confidentiality guidelines is that the University would retain student name, date of police check and a notation of the result.

In the event of 'Disclosable Court Outcomes', the student may take either of the two following courses of action. It is the student's responsibility to choose which course of action to take:

- 1) Seek a discussion with the Placement Coordinator to discuss how to prepare for giving the police check outcome to the agency.
- 2) Take the police check outcome to the pre-placement meeting with the prospective Field Supervisor without any consultation with the Placement Coordinator.

Not all 'Disclosable Court Outcomes' result in the withdrawal of a placement. If a placement offer is withdrawn on the basis of a police check outcome:

- 1) Any negotiation between Coordinator and agency staff regarding a student in this category will be confirmed in writing, and documentation will explicitly note the basis on which the potential placement is confirmed or withdrawn.
- 2) The student will be expected to have a discussion with the Placement Coordinator about the outcome of the police check so that the Coordinator is fully informed before commencing negotiations for a placement with another agency. In seeking to negotiate alternative placements the placement coordinator may be ethically obliged to bring information to the attention of the proposed placement agency. In this regard, appropriate consent would be required from the student. It would then be up to that agency to determine whether or not the proposed placement could proceed.

9.7. Further reading

Alle-Corliss, L., & Alle-Corliss, R. (1998). *Human Service Agencies: An Orientation to Fieldwork*.

California: Brooks-Cole. (Chapter 1, pp 18-24).

Australian Psychological Society. (2007). *Code of Ethics*. Melbourne: APS.

Australian Psychological Society. (2006). *Ethical Guidelines*. Melbourne: APS.

Baird, B. (1999). *The Internship, Practicum and Field Placement Handbook: A Guide for the Helping Professions (Second Edition)*. New Jersey, Prentice-Hall.

Cleak, H., & Wilson, J. (2004). *Making the Most of Field Placement*. Melbourne: Thomson.

Corey, G. & Corey, M. (2007). *Becoming a Helper (Fifth Edition)*. California: Brooks-Cole.

Corey, G., Corey, M., & Callanan, P. (2007). *Issues and Ethics in the Helping Professions*. (Seventh Edition). California: Brooks-Cole.

Francis, R. D., & Cameron, C. (1997). *The Professional Psychology Handbook*. Melbourne: Macmillan.
Health Practitioner Regulation National Law Act 2009.

10.0. GENERAL INFORMATION

Scholarly Writing

An academic course of study requires students to read and rely on the research data, reasoned arguments and insights of others. Part of what it means to be a 'scholar' is to engage with the work of others, either to extend or refine one's own ideas or to critique the work of others. Acceptable practice involves giving credit where credit is due, that is, acknowledging the work of others in your own work.

Student Feedback and Complaints

VU students are encouraged to provide feedback to help us develop and improve our courses, teaching, facilities and services. If there is something you are not happy with and you have not succeeded in resolving the matter informally, you can make a formal complaint to the University, which will be investigated to find a resolution. You can seek assistance in making a complaint from a Student Advisor. For more information go to www.vu.edu.au/current-students/student-essentials/student-feedback-and-complaints or +61 3 9919 4360 (student adviser) or 9919 9562 (equity office).

Appendix A1: Example Student Letter for potential Field Placement

(Adapt according to your situation)

Your address

Contact

Agency address

Dear

Thankyou for taking the time to talk with me earlier today. As discussed, I am a student at Victoria University, currently enrolled in the Master in Applied Psychology (*Community Psychology*) course. As part of the course requirement, I am expected to undertake three Practicum placements totalling 1000 hours of field placement experience. I am seeking my *first* placement and hoping to work at your agency for *two days per week over 22 weeks starting in July. I am available on Tuesday, Wednesdays and Thursdays.*

I am particularly interested in your agency because.....

I have also attached my resume for your consideration. You will see that I have
(*Briefly outline your existing skills, knowledge and experience relevant to this agency. Where relevant include competencies developed though course subjects already completed.*)

A requirement of field placement arrangements is that I receive regular supervision from a Registered Psychologist. I have attached a copy of the Practicum Manual which provides further details, including ethical considerations, professional indemnity, responsibilities of the University, the student, the Agency and the supervisor, and the course content.

Please feel free to contact me on... (*Phone number and/or email address*).....
to discuss this field placement request.

You are also welcome to contact Sue Oliver, the Practicum Placement Coordinator on 9919 2221 or by emailing sue.oliver@vu.edu.au

Thank you for your time. I look forward to hearing from you soon.

Yours sincerely

Student Name

Appendix A2: Placement Supervision arrangements

Victoria University AMPC Master in Applied Psychology (Community Psychology)

Please scan and email to:

Sue Oliver: Sue.Oliver@vu.edu.au
Practicum Placement Coordinator

Or post to:

Victoria University.
College of Arts,
Discipline of Psychology
P.O. Box 14428, MELBOURNE CITY MC, VIC 8001

STUDENT: _____ (contact:)

AGENCY: _____ (contact:)

AGENCY ADDRESS:

FIELD SUPERVISOR: _____ (contact:)

PLACEMENT DATES

Expected Commencement __/__/__ End - __/__/__

Days of week and times student to attend-

PROPOSED SUPERVISION ARRANGEMENTS:

How often will individual and group supervision be provided?

RELEVANT QUALIFICATIONS HELD BY FIELD SUPERVISOR

CURRENT REGISTRATION WITH PSYCHOLOGY BOARD OF AUSTRALIA

Registration No: PSY000.....

RELEVANT EXPERIENCE OF FIELD SUPERVISOR

APAC requires universities to hold evidence that supervisors have at least two years (F/T equiv.) experience as a psychologist. Please include details here or attach an extract from your resume.

FIELD SUPERVISOR SIGNATURE: _____ **Date** __/__/__



Appendix A3: Placement Preferences Form

Please fill out the following information to help me assist you in arranging your placements.

Name:

Contact Mobile:

Suburb you live in:

Driver's Licence: YES NO

What are your placement interests? Describe what kind of work you would like to do and what populations you would like to work with. Try not to limit your options based on preconceived notions about what you can handle, what seems too scary etc. This is the time to explore your options and challenge yourself as you will never have more support than you will have when you are a student on placements.

Do you have any specific preferences in terms of agencies, hospitals, teams you would like to work with?

Please email your CV

Would you like to meet with me in person to discuss your options or would you prefer to correspond via email? (in person is preferable)

IN PERSON EMAIL

I will do my best to accommodate your needs and interests; however, there is a possibility that you will be allocated to placements that you have not chosen due to limitations in availability. I look forward to working with you and I wish you all great placement experiences!



Appendix A4: Placements Agreement

For the purpose of this document, 'placement' refers to all placements during my postgraduate psychology training, including internal and external placements, and any repeated placements.

I _____ Place _____

Date _____

I agree to:

- Abide by the APS Ethics Code and the Health Practitioners Regulation National Law 2009.
- Not prematurely terminate placement unless this has been discussed with the organisation (e.g., leave a placement when you have the hours).
- Permit communication between the University and placement agency regard my performance (both current and in past placements).
- Hand in all placement documentation (contract, mid & end of placement review, log books and reflective piece) no later than 3 weeks after the placement concludes.

Signed _____

Appendix B1: Placement Learning Contract (Generalist psychology placement)

STUDENT: _____ (contact:)

Signature: _____

Date __/__/__

AGENCY: _____ (contact:)

Address:

FIELD SUPERVISOR: _____ (contact:)

Signature: _____

Date __/__/__

(Must be a Registered Psychologist)

Psychology Board of Australia Registration Number _____

AGENCY SUPERVISOR

(If different to Field supervisor): _____ (contact:)

Signature: _____

Date __/__/__

Where the agency supervisor is not a Registered Psychologist, and a separate external Field Supervisor is to be used this person must be a Registered Psychologist)

Psychology Board of Australia Registration Number _____

UNIVERSITY LIAISON PERSON: _____ (contact:)

Signature: _____

Date __/__/__

WRITING A LEARNING CONTRACT

This Learning Contract outlines the objectives for the placement including the skills and knowledge to be developed, the range of activities to be covered, and how progress will be evaluated.

1. Learning Objectives:

Outline the skills and knowledge you wish to develop during this Placement Practicum.

The following headings are guides only, based on the Australian Psychology Accreditation Council Core Capabilities and Attributes. They can be varied to meet specific placement requirements.

- a) Knowledge of the Discipline
- b) Ethical, Legal and Professional Matters
- c) Psychological Assessment and Measurement
- d) Intervention Strategies
- e) Communication and Interpersonal Relationships

2. Tasks to be completed:

This section identifies your activities on placement that will enable you to meet each learning objective. Work assignments and tasks to be undertaken need to be directly related to the skills and knowledge to be developed and also to respond to the agency needs.

3. Evaluation:

This section requires consideration of how satisfactory progress, skill development and task completion will be evident. The learning contract should include some agreement as to how progress will be jointly monitored, and how you will assess whether you have achieved each of your objectives.

1. Learning Objectives:	2. Tasks to be completed:	3. Evaluation:
a) Knowledge of the Discipline		
b) Ethical, Legal and Professional Matters		
c) Psychological Assessment and Measurement		

d) Intervention Strategies		
e) Communication and Interpersonal Relationships		

Appendix B2: Placement Learning Contract (Community psychology placement)

STUDENT: _____ (contact:)

Signature: _____

Date __/__/__

AGENCY: _____ (contact:)

Address:

FIELD SUPERVISOR: _____ (contact:)

Signature: _____

Date __/__/__

(Must be a Registered Psychologist)

Psychology Board of Australia Registration Number _____

AGENCY SUPERVISOR

(If different to Field supervisor): _____ (contact:)

Signature: _____

Date __/__/__

Where the agency supervisor is not a Registered Psychologist, and a separate external Field Supervisor is to be used this person must be a Registered Psychologist)

Psychology Board of Australia Registration Number _____

UNIVERSITY LIAISON PERSON: _____ (contact:)

Signature: _____

Date __/__/__

WRITING A LEARNING CONTRACT

This Learning Contract outlines the objectives for the placement including the skills and knowledge to be developed, the range of activities to be covered, and how progress will be evaluated.

1. Learning Objectives:

Outline the skills and knowledge you wish to develop during this Placement Practicum.

The following headings are guides only, based on the Australian Psychology Society College of Community Psychologists' Competencies. They can be varied to meet specific placement requirements.

- a) General Theory
- b) Skills and application
- c) Specific theory
- d) Major psychological approaches and interventions
- e) Skills in Psychological Assessment
- f) Application (Intervention skills)

NOTE: Students in the 2015 intake must comply with the Community Psychology Capabilities and Attributes outlined in Appendix I in this booklet, and NOT those listed above.

2. Tasks to be completed:

This section identifies your activities on placement that will enable you to meet each learning objective. Work assignments and tasks to be undertaken need to be directly related to the skills and knowledge to be developed and also to respond to the agency needs.

3. Evaluation:

This section requires consideration of how satisfactory progress, skill development and task completion will be evident. The learning contract should include some agreement as to how progress will be jointly monitored, and how you will assess whether you have achieved each of your objectives.

1. Learning Objectives:	2. Tasks to be completed:	3. Evaluation:
a) General Theory		
b) Skills and application		
c) Specific theory		

d) Major psychological approaches and interventions		
e) Skills in Psychological Assessment		
f) Application (Intervention skills)		

Appendix C: Placement Supervisor Report

Master of Psychology (Applied Psychology)

Practicum Placement Supervisor Report

Name of student:

Field Supervisor:

Placement Agency:

Dates of placement: _/_/_ to _/_/_

OVERALL PERFORMANCE IN PLACEMENT

Well Below Standard	Below Standard	Satisfactory Standard	Above Standard	Well Above Standard
1	2	3	4	5

COMMENTS ON THE STUDENT'S STRENGTHS:

If you rated the student's performances as Below Standard please indicate areas where the student requires further supervised experience.

Field Supervisor: _____ Date: _/_/_

Student _____ Date: _/_/_

Notes for Supervisor report

This report can be used for students in any of the Placements in the Master Applied 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.

This report covers a number of general areas on which to assess students completing an applied 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. The learning objectives in the Learning Contract will provide additional information about the activities, experiences and skills the student hopes to complete. These objectives should be rated on the final page of this report. This supervisor report should be completed at the end of the student placement and discussed with the student in conjunction with an evaluation of the learning objectives.

If the supervisor is concerned about the student's performance they should discuss their concerns with the university Placement Liaison Person either at the time the concern arises, or at the mid placement visit.

PROFESSIONAL PRACTICE

(Students are expected to meet all of the competencies on this page in each placement)

	Satisfactory	Unsatisfactory	Not applicable
1. Punctuality/attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Response to advice & feedback from supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Relationship with other professionals and staff at the agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Knowledge and practice of professional ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Protection of confidential information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. General record keeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Workload management and organisational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

PSYCHOLOGICAL ASSESSMENT AND MEASUREMENT

(Only some of these competencies will apply to each placement)

	Satisfactory	Unsatisfactory	Not applicable
1. Selection of appropriate assessment methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Proficiency in test administration and/or data gathering techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Interviewing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Systematic observation of behaviour to observe the behaviour of one or more persons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Ability to Interpret test results and/or analyse data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Application of information obtained in assessment to interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ability to provide assessment feedback to clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

INTERVENTION STRATEGIES

(Only some of these competencies will apply to each placement)

	Satisfactory	Unsatisfactory	Not Applicable
1. Ability to identify & analyse presenting problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Use of theory and/or research in choosing an intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Ability to design/plan relevant intervention to achieve desired outcome	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Implement preventative, developmental or remedial programs and interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Counselling skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Application of behaviour change skills and strategies to group or organisational settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ability to design and implement evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

COMMUNICATION AND INTERPERSONAL RELATIONSHIPS

(Only some of these competencies will apply to each placement)

	Satisfactory	Unsatisfactory	Not applicable
1. Establish and maintain constructive working relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Ability to communicate, interact and liaise for a range of purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Ability to establish rapport and maintain effective relationship with clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Professional personal presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Clarity, accuracy, coherence, organisation and succinctness of oral communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Appropriate style of communication for audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Seeking out, understanding and responding appropriately to information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Ability to write in a professional manner (informed, succinct, accurate, lucid and well-organised)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Ability to target written communication to the appropriate audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

SPECIFIED PLACEMENT LEARNING OBJECTIVES

(Student to enter learning objectives)

	Satisfactory	Unsatisfactory
1. _____ _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>
2. _____ _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>
3. _____ _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>
4. _____ _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>
5. _____ _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>
6. _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Appendix E: Field Supervisor Feedback Form

AMPC Master of Applied Psychology (Community Psychology)/ AMPL Master of Psychology (Clinical Psychology)

What suggestions would you make to the Placement Coordinator regarding improvements in the Placement Practicum experience?

(i) for Field Supervisors/agencies

(ii) for students

Are you or your agency able to accept a similar placement next semester/year?

YES/NO

Contact Person _____

Preferred days/other comments _____

Date: _____ Signature: _____

Appendix F: Student Evaluation of Placement Practicum

AMPC Master of Applied Psychology (Community Psychology)/ AMPL Master of Psychology (Clinical Psychology)

Overall, how would you rate the Placement Practicum experience in terms of fostering your professional development and meeting your career needs?

Scale:

1	=	Poor
2	=	Fair
3	=	Average
4	=	Good
5	=	Exceptional

What suggestions would you make to this Placement Practicum setting and/or Field Supervisors regarding improvements in the practicum experience?

Date: _____ Signature: _____

Appendix G: APAC Core Capabilities and Attributes- Generalist⁹

5.1.12 (a) Knowledge of the Discipline

Overall knowledge of the discipline underpins all of the other capabilities and includes knowledge of psychological principles, professional ethics and standards, theories of individual and systemic functioning and change, dysfunctional behaviour, psychopathology, the cultural bases of behaviour and organisational systems.

Demonstrated capabilities:

- i. Strong knowledge of at least:
 - Relevant psychological theories and models;
 - Published empirical findings supporting theories (especially those which underpin the major forms of psychological intervention) and the methods employed to establish them;
 - The major methods of psychological investigation and techniques of measurement, and their application and interpretation; and
 - Design and implementation of psychological interventions.

5.1.12(b) Ethical, Legal and Professional Matters

The ethical, legal and professional aspects of psychological practice

Demonstrated capabilities:

- i. Familiarity with legal and professional matters including:
 - The main provisions of the State and Commonwealth Acts and Regulations of Parliament relevant to psychologists' work;
 - Codes of conduct relevant to psychologists' work including those published by relevant psychologist Registration Board(s);
 - The Australian Psychological Society's Code of Ethics and Ethical Guidelines;
 - Confidentiality and privacy issues;
 - Administrative and record keeping procedures (including adequate clarification of any financial arrangements);
 - Consent issues;
 - Issues concerning practice with minors and those unable to provide informed consent;
 - Boundary issues;
 - Sexual propriety;
 - Psycho-legal issues;
 - Role and cultural issues, including issues for minority or marginalised groups;
 - Gender and sexuality issues;
 - Service needs of vulnerable groups in society;

⁹ See Australian Psychology Accreditation Council (APAC) (2010), page 48, 5.1.12

- Registration issues;
 - Advertising and public statements;
 - Billing practices;
 - The role of the psychologist within the profession and the workplace;
 - The roles of other professions and the capacity to report to other professionals appropriately and to work collaboratively;
 - The propriety of relationships amongst psychologists, and between psychologists and other professionals, employers and clients;
 - The mechanisms for the resolution of conflict between psychologists and clients, colleagues, employers and other professionals;
 - Negotiated workplace agreements
 - Note-taking and record keeping
- ii. Conduct or behaviour consistent with the legal requirements and codes of conduct relevant to psychologists, especially:
- Ethical and professional behaviour and manner
 - State, territory and federal codes of behaviour for psychologists and statements of clients' rights;
 - The Australian Psychological Society's code of ethics and ethical guidelines;
 - Appropriately clarifying and negotiating the role and responsibilities as a trainee psychologist;
 - Record keeping, including demonstrated knowledge of the ethical and legal implications of administrative and record keeping procedures including confidentiality;
- iii. Self-evaluation or self-assessment skills, including identification of the limits of one's professional competence;
- iv. Ability to apply ethical principles to ethical dilemmas.

5.1.12 c) Psychological Assessment & Measurement

The ongoing, interactive, and inclusive process that serves to describe, conceptualise, and predict relevant aspects of a client (be that client an organization, group or individual).

Demonstrated capabilities: A strong level of skills and knowledge in conducting systematic psychological assessment using a wide range of assessment techniques, including:

- i. The theoretical basis for the assessment techniques used in psychology;
- ii. Knowledge of psychometric properties of psychological tests and the ability to use this knowledge to inform problem formulation;
- iii. Test selection - ability to select appropriate assessment techniques and Instruments with proper consideration of issues relating to reliability and validity;
- iv. Test administration and interpretive skills, including experience in the skilled administration and interpretation of at least:
 - the current version of an individually administered adult or child test of intelligence (some examples of appropriate tests include – WISC IV, WAIS IV, WPPSI-III, Stanford-Binet V, Kaufman Adolescent and Adult Intelligence Test, Kaufman Assessment

- Battery for Children, Differential Ability Scales);
 - the current version of at least one major standardised test of personality (examples of appropriate tests include - 16PF, MMPI, CPI, OMNI, NEO-PI);
 - the current version of at least one specialised memory assessment (e.g. Wechsler Memory Scale, Wide Range Assessment of Memory and Learning); and
 - other tests, appropriate to the learning objectives of the course, which are based on empirically validated approaches and equivalent accuracy in the measurement of cognitive or behavioural functioning or an accurate measurement of aptitude, abilities or skills.
- v. Awareness of limitations of psychological tests with particular reference to notions of validity, reliability, and cultural issues;
 - vi. Proficiency in interviewing (structured and unstructured interviews, selection interviews, survey interviewing, history taking, clinical interviewing for diagnostic purposes and group-based interviewing);
 - vii. Systematic observation of behaviour involving both naturalistic and clinical observation and in using predetermined procedures for observing the behaviour of one or more persons;
 - viii. Knowledge of psychopathology and of diagnostic classification systems (including current versions of DSM and ICD);
 - ix. Assessment and diagnostic processes (selecting the appropriate assessment tool(s), administering the assessment tool(s), interpreting the assessment results, interviewing /micro counselling skills involved in the assessment process, problem formulation and hypothesis testing);
 - x. The ability to competently undertake a mental status examination; and
 - xi. Writing informed, succinct, valid and well organised reports.

5.1.12 (d) Intervention Strategies

Activities that promote, restore, sustain or enhance cognitive functioning and a sense of well being in individuals or groups of clients through preventive, developmental or remedial services and/or in the case of groups or organizations, restoring or enhancing group or organizational functioning.

Demonstrated capabilities: Strong skills and knowledge regarding intervention strategies, including:

- i. Superior interpersonal skills (including the ability to form a professional relationship including positive working alliances with clients and colleagues);
- ii. Ability to skilfully negotiate a treatment or service contract;
- iii. Ability to use a theoretical system that explains aetiology and remediation of psychological, social or organizational problems;
- iv. Ability to investigate identified issues relevant to the delivery of the interventions (e.g., ethical dilemmas, stakeholders);
- v. Ability to identify the nature and documented efficacy of potential interventions;
- vi. Ability to design and/or plan preventative, developmental or remedial interventions to achieve the best possible outcomes;
- vii. Formulation of treatment plans, goals and strategies for intervention including the ability to justify the link between diagnosis formulation and intervention chosen;

- viii. Researching the empirical literature to develop plans for interventions and drawing on published studies and theories/models relevant to the problem and intervention;
- ix. Justifying the link between diagnosis/formulation and the intervention chosen;
- x. Implementing preventative, developmental or remedial programs and interventions;
- xi. Familiarity with a range in intervention techniques and strategies as well as their theoretical and empirical bases, for both individuals and groups;
- xii. Counselling skills;
- xiii. Highly skilled use of core behaviour change skills including counselling and cognitive behavioural approaches to helping as appropriate in group individual or organizational settings;
- xiv. Organisational interventions; career development (i.e., helping with career planning in private or organisational contexts);
- xv. Ability to design and implement evaluations of the impact of the interventions (including the ability to employ appropriate research designs to evaluate the effectiveness of psychological interventions) including:
 - Measuring attitude and behaviour change
 - Evaluation of a client's response to the initial intervention
 - Revision of problem formulation and initial intervention if necessary
 - Program evaluation.

5.1.12 (f) Communication and Interpersonal Relationships

The capacity to convey, appraise and interpret information in both oral and written formats and to interact on a professional level with a wide range of client groups and other professionals, including:

- i. The ability to establish and maintain constructive working relationships and in clinical settings therapeutic alliances with clients;
- ii. The ability to communicate, interact and liaise for a range of purposes (e.g., discussing research with other professionals; discussing relevant psychological services with clients, potential clients);
- iii. The ability to develop knowledge of theories and empirical data on professional relationships, such as:
 - interpersonal relationships;
 - power relationships;
 - therapeutic alliance;
 - interface with social psychology;
 - more specific knowledge of the fluctuations of the therapeutic/professional relationship as a function of intervention setting; and

Demonstrated capabilities:

- iv. High level oral communication and interpersonal skills in communicating effectively with clients, other psychologists, other professionals, the community; individuals, small groups and agencies from varied cultural, ethnic, religious, social and political backgrounds, including:
 - rapport building skills
 - professional personal presentation
 - clarity, accuracy, coherence, organisation and succinctness of communication
 - style of communication (appropriateness for audience)

- organisation of communication
 - seeking out and understanding information
 - personal and professional boundaries in communications
- v. Seeking out, understanding and responding appropriately to information provided by a range of persons in order to adequately meet their needs;
- vi. Excellent written communication, including the ability to write, in an organised fashion, reports and other documents:
- which are informed, succinct, accurate, lucid and well-organised;
 - for a range of audiences, including educational, health and legal professionals, courts, government departments, insurance companies, corporations and other entities and which clearly communicate the intent of the writer taking into consideration the sensitivity of the matters under discussion and the capacity of the reader to accurately interpret the information.

Appendix H: APS College of Community Psychologists' Competencies¹⁰

Cluster 1: General Theory

Organisational / Systems.
Health
Multi-Cultural
Public Policy and Planning
Mediation and Negotiation
Prevention

Cluster 2: Skills and Application

Interviewing
Group/Workshops
Consultation
Appraisal of Community (Vitality)
Community Interventions
Program Development and Evaluation
Understanding and Working with uncertainty and ambiguity

Cluster 3: Specific Theory

Nature of Theory of Community
Ecological/Contextual
Development of Community and Community Intervention
Empowerment
Prevention
Social Policy/Justice
Social Action
Networking and Social and Instrumental Support

Cluster 4: Major Psychological Approaches and Interventions

Consultation
Psycho-education
Empowerment/Self Help
Advocacy
Community Organisation and Participation
Social Policy Analysis
Crisis Intervention

¹⁰ See APS College of Community Psychologists' Course Approval Guidelines (September 2010), page 6

Cluster 5: Skills in Psychological Assessment

Action Research Methods

Qualitative and Quantitative Methods

Naturalistic and Participant-Observation Methods

Assessment of Groups, Organisations and Communities, Case-Study Methods

Cluster 6: Application (Intervention Skills)

Competencies in the selection and application of interventions

Community mental health skills

System-centred change skills

Applied Behavioural Analysis skills

Competencies in the design, development and implementation of interventions.

Appendix I: Community Psychology Capabilities and Attributes (2010)

Students from the 2015 Cohort must work to the following Capabilities and Attributes ¹¹

Source: College Course Approval Guidelines for Postgraduate Specialist Courses, December 2010. Australian Psychological Society (APS), page 21-25.

Accessed: <http://www.psychology.org.au/Assets/Files/APS-College-Course-Approval-Guidelines-Dec-2010.pdf>

The core capabilities and attributes to be addressed are outlined below.

(a) Knowledge of theories, concepts, and values relevant to specialist community psychology

Demonstrated capabilities: The understanding, interpretation, application and analysis of:

- (i) social constructionist theories
- (ii) ecological perspectives
- (iii) organisational/systems theory
- (iv) critical perspectives, including feminism and decolonisation, and psychology as a cultural product
- (v) socio-political theory and processes
- (vi) community development
- (vii) models of negotiation and mediation
- (viii) social models and determinants of health and disability
- (ix) models of social, attitudinal, and behavioural change relevant to local and global issues such as natural disasters, environment and globalisation
- (x) Key principles and values including:
 - empowerment and self-determination
 - diversity
 - prevention
 - social justice
 - partnership/collaboration.

(b) Psychological assessment

Appropriate methodologies and methods of assessment include action research, case study, qualitative and quantitative evaluation, and naturalistic and participant observation.

Demonstrated capabilities – the interpretation and reporting of the following specialist domains:

- (i) Individual
 - psychological sense of community
 - family environment
 - well-being
 - resilience

¹¹ College Course Approval Guidelines for Postgraduate Specialists Courses (December 2010). Australian Psychological Society, P. 22

(ii) Group/Community

- community asset mapping
- social impact assessment (for example, related to environmental issues such as drought and climate change)
- ecological systems
- family/group/organisational health status and behaviour
- social support networks
- community needs
- community epidemiology
- social climate

(c) Culture-fair, culture-free and culturally-safe assessment practices (including awareness of one's own biases and social positioning)

(d) Interventions and implementation

Demonstrated capabilities – ability to select and apply interventions at the micro and macro systems levels from:

(i) Direct community services

- preventive education
- negotiation, mediation and conflict management
- processes to enhance collaboration between people with diverse interests

(ii) Direct client services

- outreach and counselling
- group facilitation

(iii) Indirect community services

- promoting systemic changes and influencing public policy and planning
- community capacity building

(iv) Indirect client services

- advocacy (individual and systems level)
- engagement and consultation

(v) Other interventions

- community/systems/organisational change and development
- health promotion

(e) Research and evaluation

Demonstrated capabilities – the design, conduct, interpretation, and reporting of research relevant to community psychology including:

- valuing different ways of developing knowledge in psychology
- affirming the co-construction of knowledge
- understanding and development of research designs appropriate to working with individuals, groups, organisations and communities
- conceptualisation of research design and methods to encompass community/contextual levels
- facilitation of key stakeholder participation in community-based research

- sharing and ownership of research findings especially with affected communities
- applying methods of inquiry appropriate to community psychology (for example, use of narratives, community texts, case studies, empowerment evaluation, qualitative and quantitative methods, participatory action research, naturalistic and participant-observation).

(f) Professional practice

Demonstrated capabilities – the ability in the applied setting to comply with best practice for individual, group, organisational and community systems, including:

- self-awareness of one's abilities and limitations, including one's own cultural values and practices
- an appreciation of diverse realities
- contextualised ethical principles and practice
- recognition that safe and competent practice requires the mastery of knowledge and skills specific to the setting and the role
- critical reflection on one's own practice in a process of continuous improvement.

(g) Other components

Demonstrated capabilities – provide appropriate evidence of relevant knowledge of:

- project management
- legislation including anti-discrimination and human rights
- the impact of socio-political contexts, including globalisation and the natural environment
- public policy and planning
- community development.

AMPC Master of Applied Psychology (Community Psychology)
AMPL Master of Psychology (Clinical Psychology)

Placement Manual
2015-2016

Victoria University
College of Arts
Melbourne, Australia.

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