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Clinical
Placement
Supervision
Guidelines
2017

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UNIVERSITY
OF WOLLONGONG
AUSTRALIA

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for purpose

ABOUT THESE GUIDELINES

These guidelines should be read alongside this major resource:

Professional
and Clinical
Psychology
Training
Handbook
2017

The training handbook outlines the following in relation to supervision:

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These **guidelines** aim to provide key information required by **Placement supervisors and trainees** for the successful implementation of the clinical placement program. This is a central part of the training program, taking up a little more than half the total course time and contributing significantly to the assessment which leads to the award of the masters or doctoral degree.

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Clinical Placement Supervision Guidelines

PRE-PLACEMENT GUIDELINES

Qualifications of Supervisors

All trainees should normally be supervised by an endorsed Clinical Psychologist with Board-approved supervisor qualifications. Other psychologists may be involved in supplementing this supervision in areas at the discretion of the primary supervisor. Where a Trainee works in an educational, social services or other setting, it is preferable that supervision be provided by a clinical psychologist who has full service involvement in the setting concerned. Where this is not possible, day to day supervision may be provided by an experienced applied psychologist working on-site with formal supervision provided by a clinical psychologist as designated above.

Honorary Fellow Clinical Supervisor Application

Clinical psychologists who are eligible to supervise Trainees will be invited to submit a brief CV and complete the Honorary Clinical Fellow form about their background and experience. The University of Wollongong will then offer a three-year honorary appointment as Honorary Clinical Fellow of the School of Psychology to suitably qualified persons. This appointment confers additional benefits such as Internet access and borrowing rights at the University of Wollongong libraries. For further information contact Mark Donovan (mdonovan@uow.edu.au)

1. Complete and sign an "Honorary Fellow" application form
2. Send an updated Curriculum Vitae (CV)

Clinical Supervision Workshops/Becoming a Board-Approved Supervisor

The University of Wollongong provides workshops each year in order to support Placement supervisors and provide relevant professional development. Details about these workshops are circulated to all current Placement supervisors via email.

We also are able to offer current/potential UOW supervisors FREE access to the APS Institute Board-approved supervisor training Parts 1 & 2 (online training & 2-day skills workshop). For further information contact Mark Donovan (mdonovan@uow.edu.au).

Insurance for Work Experience Placements

The University only carries insurance for Trainees undertaking work experience placements approved by the Faculty. Student Plan Insurance covers the Trainee for personal injury. While employers can ask Trainees to sign declarations waiving rights or liability of the employer, the responsibility of negligence on the part of the employer can never be excluded at law. In the event of damage caused to other parties, by actions of the Trainee, Public Liability Insurance covers Trainee, employer and University.

Trainees involved in voluntary work experience, not formally organised through the Department, should ask the prospective employer what insurance cover the agency carries.

Trainees need to have their own Insurance policy covering professional indemnity and public liability if they are undertaking paid placements. The University regards paid work experience differently, and would expect that the Trainee would discuss Insurance needs with the external employer in such arrangements.

PLACEMENT REQUIREMENTS

Completion of PSYP923 (1st Year)/PSYP924 (2nd Year)

Trainees need to enrol in two Practicum subjects. Successful completion of PSYP923 (1st year) requires at least 80 hours face to face client contact, pass grade on 1 clinical case report, pass grade on Clinical Competencies Placement Rating Scale, completion of Placement Online Log book and attendance at group and individual supervision. Successful completion of PSYP924 (2nd Year) requires completing the remainder to achieve the needed total of 400 hours face to face client contact, 3 clinical case reports, pass grade on Clinical Competencies Placement Rating Scale for each placement, completion of Placement Online Log book and attendance at group and individual supervision.

PLACEMENT PROCEDURES & EXPECTATIONS

Procedures for Obtaining a Placement

Placements are organised by the University. Discussion with the Placement Coordinator should begin early about the range of placements available and an appropriate selection of placements. The contact names and telephone numbers/email addresses for placements are located in S:\HBS PSYC CLIN938\CLINICAL PLACEMENTS - CURRENT. There are a limited number of placements available, with many concentrated in Sydney. Some agencies arrange interviews and most would expect a one-page letter outlining your interest in the placement and attached curriculum vitae. You will be informed of this by the placement coordinator.

To be eligible to supervise Trainees, the supervisor must be a trained clinical psychologist who has at least two years full-time post-training experience and endorsement to supervise with the Psychology Board of Australia. Because of this and the competition for places from other universities, it is advisable for Trainees to work with the Placement Coordinator to plan their placements at least nine months in advance.

General Expectations of Clinical Placements and Supervision

Supervision is an integral part of training as a clinical psychologist and is a mandatory part of all clinical training programs. It provides a safe environment for Trainees to get feedback on skill development, understand problems, identify reactions to and feelings towards clients, recognise expectations of self, etc. Supervision may entail clinical case presentations (assessment and therapy), playing excerpts from tapes of sessions, as well as discussion of ethical and professional issues. It essentially provides a forum for discussion of any issues relevant to practice as a clinical psychologist.

Trainees are reminded that client work continues beyond teaching weeks so that they are required to see clients in the Clinic and at external placements during and between sessions (except during the Trainee's annual vacation). Thus, while Trainees may not be formally enrolled in a placement subject, there is still an expectation that they will complete the appropriate number of hours for the placement and this will usually require work between teaching sessions.

While the actual range of experiences to which the Trainee is exposed, and the duties undertaken and responsibilities accepted by the Trainees, are always subject to negotiation between the Trainee, Placement supervisor and university consultant, the following general expectations should apply:

- a) Professional behaviour will be expected at all times in keeping with APS Code of Ethics (2007) and the NSW Health Code of Conduct (2015) http://www0.health.nsw.gov.au/policies/pd/2015/pdf/PD2015_035.pdf
- b) The Trainee will, as soon as competence and circumstances permit, make a positive contribution to the work of the agency. That is, the Trainee will function as a part-time working member of the agency's team, not just as an observer.
- c) Within the limits of the Trainee's knowledge and competence, the Trainee should add to their experience as wide a range of activities as is possible within the agency.

- d) It would generally be expected that Trainees would see a minimum of 6-8 clients during a placement. This may vary depending on the nature of the work, and whether there is concurrent group work and psychometric assessments. The Trainee should have the opportunity to follow at least one client/case or project through to completion.
- e) The Trainee should participate in all of the ancillary activities such as case conferences, report writing, conferring with referral agents, etc. that are undertaken by other psychologists in the agency. If the Trainee's undertaking of, or participation in, such activities is inappropriate or undesirable from the agency's point of view, then the opportunity to at least observe such activities would be appreciated.
- f) The onus is on the Trainee to arrange for regular contact with the placement coordinator and on the placement coordinator to arrange to confer with the Placement supervisor should this seem necessary. However, if the Placement supervisor feels that the placement is not working out or that the Trainee is in some way unsuited to the placement, immediate contact should be made with the placement coordinator.
- g) The Trainee should ensure that supervisors provide interim or final supervision evaluations submitted in Week 14 of Semester so that these can be considered along with the FPNB.
- h) At the end of the Trainee's placement, the Placement supervisor will be asked to complete a summary assessment of the Trainee, based on the performance in that agency. The Placement supervisor also needs to sign-off the Trainee's activities via the Online Practicum Logbook. The Placement supervisor may also be asked to peruse and comment upon the field placement note book compiled by the Trainee in accordance with the accompanying guidelines.

Requirements of Supervisory Contact

Supervision Meeting Times

The placement supervisor and trainee must meet regularly for a formal, scheduled supervision session. Placement supervisors are encouraged to also make themselves available for informal discussion of matters that may arise across a day's work, or to indicate other staff members that the trainee could approach for such discussions (e.g., a secondary supervisor). Supervision should generally be provided at the level of one supervision hour per full day (7.5 hours) of clinical placement.

Direct Observation/Use of DVD Recordings

There is a requirement for placement supervisors to directly observe at least part of the trainee's clinical work during the placement. In practice, this is also the most valid way of assessing a trainee's performance, and allows for more accurate feedback. Trainees will often find such observation anxiety-provoking, however at the end of the placement it is generally the most valued placement experience. It is also helpful for trainees to have an opportunity to observe some of the supervisor's work.

Clinical and Legal Responsibilities of Supervisors

All direct supervision of the trainee's clinical, administrative and professional work while on placement is the responsibility of the placement supervisor. The University's role is to administer the placement and its written requirements, and to provide support and consultation to both placement supervisors and trainees as needed.

The University has appropriate insurance cover such that the placement supervisor, trainee, and the University are indemnified in the event that a trainee, during the course of the placement, becomes legally liable for injury caused by negligent act to any person or damage to property directly related to the placement. Placement supervisors can request a copy of the insurance policy, each time a new trainee commences a placement with them.

Placement supervisors are required to make arrangements for trainees on placement in terms of security, the issuing of ID badges and collection from trainees of proof of criminal record checks, provisional registration and indemnity cover.

Ethical practice standards expected of the trainee should be clarified at the earliest stage in the process of setting up the placement.

Quantity of Clinical Work

Placement supervisors should ensure that trainees do an appropriate quantity of clinical work. The amount of work depends on factors such as complexity of clinical presentations, stage of training, and opportunities within the placement. Limited workload restricts the amount of learning. Too much workload restricts time for preparation and reflection that would be expected for trainees while they are on placement.

Procedures for Clinical Supervision within the University

Individual Clinical Supervision within the University

With respect to internal clinical supervision (in contrast to both Placement clinical supervision and research supervision) the Program recognises the value of both individual and small group supervision and has set in place supervision structures that allow both forms to operate throughout training.

Trainees are allocated to weekly individual supervision at Northfields Clinic once training has commenced. Allocation is based on days available to work at the Clinic as well as specific interest in working with adults or children. This first practicum experience generally runs from late March to late September. The majority of individual supervision is provided by members of the clinical training staff.

Group Clinical Supervision within the University

In addition to individual supervision, weekly small group supervision is provided for all first- and second-year Trainees. Group supervision is a key component of the clinical psychology training program and is a space in which Trainees can seek support while also extending their knowledge and skill competencies, as well as shaping healthy attitude and professional relationship competencies.

Group supervision occurs from Week 2 to Week 13 each Semester and Trainees are expected to attend each week (no group supervision during week of Mid-Semester break). Regular attendance at group supervision as well as presentation of at least one case per Semester within group supervision is required for the successful completion of practicum subjects. The composition of the Trainee group (usually 4-6 people) remains the same across the 2 years of training, and different group supervisors will be allocated to that group each Semester. Diversity is the guiding principle in determining changes to group supervisors. It is recognised that Trainees will have different needs across the 2 years, and so a set of guidelines provides a basic structure and some resource material for group supervisors and supervisees. Part-time Trainees need to participate in the groups on a sessional basis, because to do otherwise would be damaging to group cohesion). Further details about group supervision are available at S:\HBS PSYC CLIN938\Supervision.

Supervision Contract

It is widely recognised that completing a formal supervision contract is essential to effective clinical supervision. The contract is generally completed in the second week of placement once general introductions and service induction has occurred, and sets out clear expectations for all parties as well as establishing specific placement goals.

Online Practicum Logbook

All clinical placement activities need to be logged in a timely manner by Trainees and then signed-off each week by supervisors within the APAC requirements. The University of Wollongong has developed a specialist online practicum logbook for this purpose. Supervisors and Trainees are each given an account based on their preferred email address, and then use this resource to log all clinical individual and group supervision, face-to-face client contact, and other placement activities.

Supervisors are able to monitor and sign-off on all placement activities through the click of a button. The online practicum logbook can be accessed by any computer, tablet or mobile device, although larger screens make it easier to use. The online logbook can be accessed at: <https://lrc.uow.edu.au/cpplogbook>

Placement Supervisor Feedback – Mid and End Placement Reviews

Regular formative feedback is central to supervision in promoting the development of a Trainee's competencies. There is also a requirement for Supervisors to provide more formal 'summative' feedback at mid and end placement. This process now occurs via the online placement evaluation system CYPRS: <http://www.uws.edu.au/vmp/submit>. Some Supervisors prefer to complete the online form prior to supervision, and then discuss their ratings with Trainees in a subsequent supervision session, whereas other Supervisors prefer to evaluate Trainee's during the supervision session. Either way, it is important for Supervisors to be aware of the natural tendency towards leniency and halo biases that have been extensively demonstrated in the literature. The

mid-placement review (MPR) is relatively brief and only includes assessment of 10 competency domains, taking approximately 15-30 minutes. The end placement review (EPR) includes a number of items within each of the 10 domains, and therefore takes 20-40 minutes to complete.

Field Placement Note Books (FPNB)

Field Placement Notebooks constitute the primary record of activity in placements. When appropriately endorsed by the Placement and University Supervisor they are taken as evidence that the required contact hours and experience have been included in the approved program for the clinical program being undertaken.

Just as important however, is the additional objective that such a document should facilitate integration of the various experiences and knowledge provided by the placement agency. It helps to chart progress through the various placements and analyse work, the role of the psychologist, the effectiveness of the work, the agency itself and its place in the scheme of things. In this way valuable feedback is also provided to teaching staff and placement agencies so that they may better evaluate the success of their objectives.

Trainees need to write four Notebooks for the Masters and six for the DPsc. The Notebook for the first placement, at Northfields Clinic, is briefer than the subsequent ones, consisting only of Section 4 and 5 (the self-evaluation and log). Section 5 is now completed via the sign-off sheet from the online practicum logbook. Please see Forms section for further details.

MANAGING PLACEMENT & PROFESSIONAL COMPETENCE PROBLEMS

Supervision largely focuses on the 'formative' and 'restorative' functions, and is generally experienced as a positive experience for both supervisor and supervisee. There are times however when difficulties may arise on placement, due to factors associated with the placement setting, the supervisor, the trainee, or a combination of these factors. The following section provides clear procedures for managing such problems (NB: based on University of Wellington, NZ programme manual).

Conditions that lead to Placement Failure

The 'pass' or 'fail' recommendation by the Placement Supervisor is provisional, and the final decision will be made by the Director of Professional Psychology Programs, in consultation with the Practicum Coordinator.

Grounds for failing a placement include any one of the following:

1. Workload: The trainee has not completed sufficient work to be assessed. This will not be recorded as a fail if it is due to circumstances beyond the trainee's control, such as illness or lack of suitable referrals in the agency, but the Trainee will require more placement experience.
2. Competence: The trainee has failed to demonstrate an acceptable general or global level of competence and level of proficiency, which would enable them to work in the agency as an employee, under supervision. Trainees will not pass a placement if they have shown serious failings in any of the areas covered by the placement evaluation form.
3. Ethical breaches: The trainee breaches the APS Code of Ethics (2007), in a significant way.
4. Unprofessional behaviour: The trainee shows serious unprofessional behaviour, for example being unresponsive to client needs, showing persistent disrespect or disregard of placement supervisors, other placement staff, and/or University staff or fails to adhere to the UOW School of Psychology Student Policy.

Subject to clause 3.4.3, in the event that a trainee is failing or fails a placement there are two options available for remediation:

1. The trainee completes more work on that placement; and/or
2. The trainee does an extra placement.

In such circumstances, the Practicum Coordinator and Placement Supervisor (if appropriate) will draw up a plan with the Trainee to remedy the problems. The remedial work may take place either in the placement setting in order to obtain a pass in the placement, or within the University under the supervision of the Practicum Coordinator before the trainee undertakes further placement. The plan will be reviewed regularly. In the case of a Trainee repeatedly failing to meet remedial goals, he or she may be failed.

Where a trainee believes that particular factors have affected their work, or that the Supervisor's assessment of their current performance is not an accurate reflection of their performance, this should be communicated to the Practicum Coordinator.

A Placement Supervisor or a trainee experiencing difficulties in a placement should contact the Practicum Coordinator as soon as possible in order to discuss these difficulties. In most circumstances, any difficulties should have been identified by mid-placement, leading to clear behavioural goals for the remainder of the placement being established.

First year trainees who fail a placement will be required to complete and pass another placement before progressing from PSYP923 to PSYP924. If a trainee obtains two 'Unsatisfactory' grades during their training he or she will be removed from the clinical program. Successful completion of at least two second year placements is required in order to pass PSYP924.

Reducing the Risk of Placement Failure

Clear Placement Contract

The placement contract represents the agreement on placement activities that are to be completed, and provides areas under which the trainee's work will be evaluated. The more clearly placement goals can be behaviourally described (e.g., use of SMART goals), the easier it is for the trainee to work towards achieving these goals, and the more valid and reliable the supervisor's feedback and assessment.

Mid-Placement Review (MPR)

The MPR provides an opportunity for supervisor and trainee to take stock of placement progress, and to identify areas of possible concern. If the MPR identifies areas of concern, these should lead to a clear behaviourally-described plan of what the trainee needs to achieve in the remainder of the placement. If the trainee believes that they have been experiencing problems that have impacted on their performance, or the evaluation is misleading, this should be communicated to the Practicum Coordinator as soon as possible. An early phone call from either placement supervisor or trainee may prevent the development of more serious problems.

Procedures for Failing a Trainee on Placement

If, at the end of the placement, the Placement Supervisor is considering recommending a Fail, or is undecided, s/he should contact the Practicum Coordinator to discuss the matter. If the Placement Supervisor ultimately decides to recommend a Fail the following procedures then apply.

- i. The Placement Supervisor should indicate on the placement rating form that the placement evaluation is recommended as a Fail. This should be shown to the trainee and the reasons for failing clarified. Placement evaluation forms are automatically forwarded to the Practicum Coordinator via the current online CYPRS placement evaluation system. It should be noted that this is a recommendation from the Placement Supervisor and that the decision will ultimately be made by the Clinical Director, in consultation with the Placement Supervisor and clinical program staff.
- ii. The Practicum Coordinator will contact the Placement Supervisor (if not already done so) to discuss the reason for the recommendation and to gather any additional information which may be relevant.
- iii. If the trainee wishes, they may also discuss the situation with the Clinical Director and/or submit a written account to the Clinical Director.
- iv. The Clinical Director will consider all available reports, written and oral, from all relevant parties.
- v. The final decision to fail a trainee on a particular placement will ordinarily be based on the opinions of the Placement Coordinator and Placement Supervisor. Where any disagreement exists between them, or upon request of one of them, a third party can be asked to examine the problematic issues, interview the Supervisor and the trainee, and offer an opinion. This person should be an experienced Clinical Psychologist and agreed to be suitable by all parties involved. The Clinical Director will make the final decision.

4.4 Withdrawal from Placement and Program

A trainee's place on the clinical program may be terminated under the following conditions:

- i. Where a trainee does not take appropriate action to ensure client safety; or
- ii. Where the trainee fails two placements; or
- iii. Where the trainee fails a placement and has not been able to successfully complete remedial work undertaken; and any one of the four grounds above for failing a placement and so major that the trainee cannot be recommended for a second placement or to continue a second placement.

In such circumstances, the Pro Vice-Chancellor may dis-enrol the trainee from the clinical program. An appropriate process will be followed.

In all cases, where a trainee has been dis-enrolled from the clinical program, they may appeal in accordance with the University's policies and procedures.

Responsibilities of Trainees, Supervisors and University Staff

- a) Mutual respect and politeness is expected of all academic staff, clinical supervisors and Trainees, together with no discrimination on the basis of factors such as age, gender, race, religion, sexual orientation and other such characteristics.
- b) A professional standard of time keeping, that is adhering to agreed teaching, supervision and client session appointment times, is required.
- c) All professional staff and Trainees involved in the clinical programs are expected to adhere strictly to the standards of ethical behaviour published by the respective Boards and Professional groups to which they belong. This should apply to professional-client and staff-Trainee interactions as well as to interactions between professionals both on campus and during placements. Unethical conduct is treated with the seriousness it deserves, and if the breaches are grave, Trainees may be reported to the Psychology Board or other appropriate bodies for further action. Trainees may also be asked to repeat subjects/placements or to defer or discontinue the course if these violations are serious enough to merit such action. Copies of the codes of conduct published by the Australian Psychological Society and the Psychology Board are available at the Northfields Clinic.
- d) Attendance at scheduled classes, supervision and placements is compulsory. Absences need to be documented in writing with supporting evidence (e.g. medical certificate). The School of Psychology Policies apply to the Clinical Program.
- e) Trainees should be aware that poor performance or unsatisfactory progress on placements (fail or borderline grade) may necessitate the repetition of the placements (see 3.4.1 & 3.4.2).
- f) Clinical work is by its nature stressful, and the University recognises that Trainees may need special consideration in progressing through their program. It is important to seek the advice of the Professional Programs Director in these cases. Trainees should be aware that free student counselling services are available on campus.
- g) Trainees should be aware that the University imposes time limits on obtaining academic qualifications. If a Trainee does not complete their degree within the recommended time frame they may be asked to show cause as to why they should be allowed to continue. It is possible for a Trainee's enrolment to be terminated.

PLACEMENT FORMS

SUPERVISING CLINICAL PSYCHOLOGY TRAINEES FROM THE UNIVERSITY OF WOLLONGONG (UOW)

ORGANISATION OF PLACEMENT

The Practicum Coordinator leads the negotiation of placements for Trainees. Some agencies prefer to arrange interviews/meetings to determine whether the Trainee is appropriate.

In the case of NSW Health placements, once the placement has been agreed by supervisor and Trainee the Practicum Coordinator will then create a 'Placement by Exception' request on ClinConnect.

An email is also sent to placement supervisors and Trainees confirming the placement arrangements, and providing UOW placement resources (contract, insurance details, links for placement reviews)

START OF PLACEMENT

Trainee and supervisor complete the placement contract within the first 2 weeks of placement. A copy of the placement contract is to be forwarded to the Practicum Coordinator by the Trainee.

The Trainee should organise mid-placement review date with the Placement Supervisor by the end of the third week of placement.

MID-PLACEMENT REVIEW (MPR)

This process now occurs online for most NSW clinical psychology training programs via the web-based placement review system: (UWS hosted website):

<http://www.uws.edu.au/vmp/submit>

It is recommended that both Trainee and supervisor discuss competency ratings on the mid-placement review form. Some supervisors may prefer to complete the form prior to meeting with the Trainee to save time, and to minimise potential halo biases that often occur during placement reviews.

Supervisors are emailed a summary MPR following completion of the online MPR. A copy is also emailed to the Practicum Coordinator at UOW. The supervisor is asked to forward on an email to the Trainee following the MPR. Any concerns raised at MPR are addressed through contact between supervisor, Trainee and UOW practicum coordinator.

END OF PLACEMENT REVIEW (EPR)

This process also occurs via the online placement review system:

<http://www.uws.edu.au/vmp/submit>

CONTACT WITH UOW STAFF DURING PLACEMENT

If there are any questions or concerns regarding the placement, UOW Trainees and placement supervisors are encouraged to make contact with the UOW Practicum Coordinator. We prefer to consider any issues before they become problems, and welcome general feedback about placement processes.

Clinical Psychology Program
PLACEMENT LEARNING CONTRACT

Placement	1	2	3	4	5	6	Placement day/s:
Number:	Northfields						
Placement type:							Date Start:
Placement Organisation:							Date End:
Provisional Psychologist:							Date MPR:
Psych Registration Number:							
Supervisor(s):							
Qualifications:							

GENERAL GOALS:

This section of the form relates to general skills you will develop across all placements and which are evaluated at the mid and end placement reviews. Please indicate the goals for this placement as they relate to these categories (please delete, modify and add as required)

Complete induction to the placement, including:

- Familiarity with local arrangements for fires and other emergencies, health and safety and other local general policies and procedures
- Familiarity with relevant service policies and procedures, such as note taking, report writing, file management
- Supervision methods and structure
- Other

Extend competencies in **Relational/Counselling Skills** by:

Extend competencies in **Clinical Assessment Skills** by:

Extend competencies in **Formulation And Intervention Skills** by:

Extend competencies in **Ethical Practice** by:

Extend competencies in **Scientist Practitioner Approach** by:

Extend **Professional Skills** by:

Extend competencies in **Psychometric Skills** by:

Extend **Reflective Practice and Response to Supervision** by:

Attend regularly and actively engage in supervision

SPECIFIC GOALS: Please specify specific goals as they relate to this particular placement. This may include goals in relation to the client group, assessment or therapeutic approaches, or the setting in which the placement is taking place.

SUPERVISION

Times identified for supervision sessions:

Individual: _____

Group: _____

Other: _____

SUPERVISION METHODS:

Supervision may be conducted through providing feedback and direction in:
(please tick all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Observation of Trainee by Supervisor | <input type="checkbox"/> Observation of Supervisor by Trainee |
| <input type="checkbox"/> Case Discussion | <input type="checkbox"/> Role Play of interventions |
| <input type="checkbox"/> Co-therapy | <input type="checkbox"/> Review of audio/video taped sessions |
| <input type="checkbox"/> Viewing through a one-way screen | <input type="checkbox"/> Instruction (e.g., teaching new skills) |
| <input type="checkbox"/> Review of reports, notes, letters and files | <input type="checkbox"/> Suggested reading material |
| <input type="checkbox"/> Discussion of professional, ethical and legal issues and areas of relevance to the work | |
| <input type="checkbox"/> Other: _____ | |

NB. Personal disclosure is **not** required in supervision and you have the right to refuse to contract for supervision that requires personal disclosure beyond what you are willing to make. However, should your performance be adversely affected by personal circumstances, your Supervisor will need to know in order to make allowances for this in your evaluation. It also needs to be noted that the Supervisor cannot provide counselling or therapy. Your Supervisor may be able to assist you in finding an appropriate referral to a therapist should you feel this would be helpful to you.

OTHER CONTRIBUTIONS (e.g. taking on tasks to assist your Supervisor or the Organisation)

METHODS OF EVALUATION:

Feedback will be provided in session and on daily supervision log sheets regarding clinical and professional performance. Trainees will also be evaluated on their capacity to work collaboratively with peers and in supervision.

A formal evaluation will be conducted at mid-placement and at the end of the placement. These formal evaluations may be delayed to provide an opportunity to further develop specific areas or skills. Further formal evaluation sessions may also be included to track progress. Please see Appendix 1 for further details of Supervisor and Trainee responsibilities and procedures for managing disputes or difficulties.

Trainees need to complete an anonymous evaluation of the placement, including the supervision process, at the completion of the placement.

SIGNATURES

I AGREE TO ADHERE STRICTLY TO THIS CONTRACT AND THE POLICIES AND PROCEDURES OF THE PLACEMENT ORGANISATION AND UNIVERSITY AND TO SEEK CLARIFICATION OF THESE BY MY SUPERVISOR WHERE NECESSARY.

Supervisor

Date

Trainee

Date

I approve commencement of this placement

University Placement Coordinator: _____ Date: _____

The Placement Learning Contract must be submitted to the University Placement Coordinator immediately after the interview.

APPENDIX 1: RESPONSIBILITIES & PROCEDURES

SUPERVISOR'S RESPONSIBILITIES:

The Supervisor has the responsibility to:

1. Develop the Trainee's competency in the practice of clinical psychology to a level expected early in their professional career.
2. Protect "the health and safety of members of the public" in accordance with the Psychologists Act, 2001.

This means that a Supervisor has facilitative, quality assurance and evaluative roles and functions. Supervisors are responsible for:

- Developing and maintaining a strong supervisory alliance that provides a safe place in which the Trainee can develop their professional skills and identity.
- Ensuring the Trainee's work duties provide a sufficient experience of psychology service delivery to meet requirements for their program and professional development needs.
- Ensuring that opportunities are provided to develop competence to the level required.
- Ensuring the Trainee acquires a thorough knowledge of professional conduct and ethics and rigorously applies these standards in their work.
- Demonstrating and training skills and competencies, and providing guidance for development as required.
- Monitoring and ensuring the proper standards of the work of the Trainee through observation, taping, and/or discussion of cases.
- Providing direction as to readings to enhance skills and theoretical understanding of the work.
- Bringing to the Trainee's attention performance difficulties that directly affect the Trainee's clinical work and recommend a course of action to address the difficulties.
- Providing timely feedback on progress, particularly in areas of concern, in an ongoing manner, on daily logs, and formally at Mid-Placement and the end of the Placement.
- Reporting to the Placement Coordinator or the assigned University representative at Mid-Placement Review when an Trainee is not meeting requirements or there are concerns about the Trainee's professional or clinical progress.
- Developing a remediation plan to rectify any concerns, documenting all such concerns and planned action. If problems are not rectified quickly, notifying the Placement Coordinator or assigned University representative.
- Documenting issues of concern and storing these in a secure location to enable clear records to be kept for evaluation purposes as required by the University.
- Ensuring all service delivery by the Trainee is adequate in terms of professional standards and the protection of the health and safety of members of the public.
- Intervening directly if the client's welfare is at risk.
- Ensuring all reports written by the Trainee are co-signed by the Supervisor, or Supervisor's nominee.
- Providing access to supervision when Supervisor is off-site.

TRAINEE'S RESPONSIBILITIES:

The Supervisor is legally and ethically responsible the Trainee's work, but only if the Supervisor has knowingly endorsed that work. The Trainee remains responsible for his/her own actions. You are responsible for:

- Maintaining confidentiality of all client material and not removing any confidential material from the Placement Organisation at any time.

- Identifying your personal goals and negotiating processes for achieving them.
- Reliably attending the placement and supervision.
- Being punctual and prepared for sessions with clients and for supervision.
- Being open to learning and feedback.
- Keeping your Supervisor informed of all aspects of your work.
- Being open to taped and live observation by Supervisors.
- Recognising that the Supervisor carries accountability for your supervised work, necessitating adherence to the Supervisor's reasonable instructions.
- Cooperating with ethical problem solving procedures.
- Functioning professionally.
- Gaining your Supervisor's or nominee's co-signature on all reports, letters etc. leaving the Unit.
- Consulting your Supervisor immediately if in doubt about any aspect of service delivery, or where clients are at risk.
- Notifying the Placement Coordinator or a representative of the University if there are unresolved problems with a Supervisor.
- Completing all necessary documentation, such as logs, and submitting this to your Supervisor on time.
- Following the ethical guidelines of the APS and Psychology Board of Australia.
- Completing and submitting the Trainees' Evaluation Form, which evaluates the placement experience and the Supervisory experience, at the completion of the placement. You will also be asked for verbal feedback by your Supervisor and the assigned University representative at your Mid-Placement Review and at Placement completion.

DIFFICULTIES AND DISPUTES:

The Codes of Ethics of the APS and the Psychology Board of Australia and the Supervision Guidelines of the Psychology Board of Australia state that where an Trainee has any concerns with either their Supervisor's professional conduct or their conduct of supervision, the Trainee should initially attempt to discuss these concerns and possible remedies with the Supervisor through the supervision process. If the Trainee is unable to raise such concerns directly with the Supervisor, they are encouraged to discuss them with the Placement Coordinator or Director of Clinical Training. If the issue is still unresolved, a meeting with the Supervisor, Trainee and the Placement Coordinator can be arranged.

Where issues arise in supervision, sessions can be audio or video taped to ensure an accurate record. Extra support for both parties can be obtained with the involvement of the Placement Coordinator, who may assist through mediation. With the approval of the Placement Coordinator/Director of Clinical Training, a change of Supervisor may be negotiated where efforts to resolve the issues have been unsuccessful.

Where a Supervisor has concerns about an Trainee's functioning, development or performance, these must be raised first with the Trainee concerned, documented, and brought to the attention of the Placement Coordinator. Where these concerns are serious, with the potential to affect the Trainee's continued progression in the placement, they need to be brought to the attention of the Placement Coordinator/Director of Clinical Training, where a decision can be made as to the best way to proceed. Serious concerns need to be reported to the Psychology Board of Australia.

5.5 FIELD PLACEMENT NOTE BOOK

INSTRUCTIONS FOR FPNB ATTACHMENTS SECTIONS 1-5

Field Placement Notebooks constitute the primary record of your activity in a major field placement or practicum. When appropriately endorsed by the Field and University Supervisor they are taken as evidence that the required contact hours and experience have been included in the approved program for the clinical program being undertaken.

Just as important however, is the additional objective that such a document should facilitate your integration of the various experiences and knowledge provided by the placement agency. It helps you to chart your progress through the various placements and analyse your own work, the role of the psychologist, the effectiveness of your work, the agency itself and its place in the scheme of things. In this way valuable feedback is also provided to teaching staff and placement agencies so that they can better evaluate the success of their objectives.

You need to write 4-6 Notebooks for the Masters and 6-8 for the DPsysc. The number of notebooks will vary depending on your full or part-time status. For every semester you enrol in a practicum subject (PSYP923/924) you will need to complete a FPNB by week 14. Notebooks for your placements at Northfields Clinic are briefer than external placements, and consists of only Section 4 and 5 (the self-evaluation and log).

Notebooks are submitted in Week 14, irrespective of your progress through particular placements. Therefore the content should reflect your general progress to that point in time and may not necessarily relate to a specific single placement. Additional placements need to be logged and the final self-evaluation section should reflect the experiences of all placements attending during the period of the FPNB. Sections 1 to 3 deal with the main placement during the period covered. Should the placements be of equal length then you would select the one you had not previously written about and or were unlikely to cover in a subsequent Field Placement Notebook.

Follow the template (below) for your cover page. Use your electronic logbook to total all hours and write these in the spaces provided on the coversheet. The completed notebook must be emailed to the Director of Northfields Clinic (mdonovan@uow.edu.au)

Instructions for FPNB Attachments Sections 1-4

Attach to the FPNB sign-off sheet, formatted in double spaced 12-point font type, the following information.

Section 1. The Nature of the Placement/Agency

A brief description of the agency and its goals (150 words).

Section 2. The Role of the Psychologist(s) in the Agency

- (a) Services provided by the psychological staff, with an emphasis on specialist roles and functions. (Don't forget to consider any research, teaching, policy development, committee work etc) (200 words)
- (b) Rewards and satisfactions for psychologists associated with this agency. (100 words)
- (c) Problems and frustrations for psychologists associated with this agency and formal and informal methods used by the staff to deal with them (200 words)
- (d) The effectiveness of psychological services in this agency and ways in which the services may be used more effectively. You will need to discuss the formal and informal methods of evaluation and the outcome of these evaluations. (There may, in fact, be no formal evaluation). This might include quality assurance, consumer feedback and program evaluation, as well as simple before and after measures used with individuals and groups. Any current research should also be mentioned. In addressing this question you might also find it useful to ask other staff members what they think are the strengths of the psychological service and what sort of changes they would like to see in it, how they see it could be improved. (400 words)

Section 3. Work Undertaken in and for the Agency

- (a) Brief description of any non-client work, e.g., conferences, seminars, literature reviews, visits, developing materials. (100 words)
- (b) Direct work with clients. This does not need to be detailed. It should describe all the types of interventions (assessments and therapy, individual, family or group) you used during the placement, without giving summaries of actual cases. (400 words)
- (c) A careful evaluation of the effectiveness of your interventions (assessment, therapy or other) during the placement. You will probably need to talk to your supervisor and other psychologists about how effective they believe your work has been. Broad comments about the treatments being generally effective are insufficient. It may be useful to think of the criteria for success and of failure as being along a continuum and to consider cases where treatment hasn't been particularly successful and why this might have been so. (400 words)

Section 4. Evaluation of placement experience

This consists of three subsections: a self-evaluation, an evaluation of the placement and supervision and a review of the extent to which you are meeting your objectives.

The idea of this more personal section is to help you understand the part your own personality plays in your work with clients. You need to be able to subject yourself to some level of self-scrutiny and become comfortable with this. When you work with clients you are often asking them deeply personal questions. Doing a task like this self-evaluation therefore also helps you to understand their experience of being a client. Of course you need to write in a way with which you feel comfortable.

- (a) Personal and professional attributes, strengths and weaknesses discovered, highlighted or reinforced in yourself through

the experience. This should not just be a list of skills acquired or developed and a few words about lack of experience and knowledge, but rather a thoughtful analysis of what you learned about yourself, both professionally and personally. In writing this section you might like to consider questions such as: What feelings did you experience in relation to different clients? How were you affected by them? Which clients played on your mind after you left work? What might your reactions say about yourself? What insights did you gain about yourself? What sort of clients did you find it harder (easier) to deal with? What surprised you about yourself? What niche did you carve out for yourself during the placement? How did you handle any conflict with staff or clients that arose? Did you have doubts about yourself re any aspect of your work? What was most satisfying for you? These are merely suggested questions to get you to reflect on your experiences and to give you an idea of what you need to be writing about in this section; you don't need to answer any of them. (1000 words)

- (b) Your evaluation of both the placement(s) and the supervision provided as suitable placement experiences; the pros and cons of each placement as a skills development and learning opportunity. You are not required to evaluate the supervisor(s) per se, though you may wish to include comments on what supervisor behaviours you found helpful and/or unhelpful. The main focus is on but the supervision experiences, perhaps contrasting it/them with other supervision experiences. You might, for example, consider group versus individual supervision, supervision styles, what you found most/least helpful, how it helped (or didn't help) with fulfilling your placement objectives. (250 words)
- (c) Progress towards objectives. During your supervision at the university and prior to your external placements you will have identified both general and specific training objectives for yourself. In this final sub-section you should evaluate your progress in meeting these objectives. (300 words)

The total length of the above sections should be no longer than 3,500 words.

Section 5. Log

The log is now completed online.

Entries should be made daily or as frequently as possible to avoid a back-log of work and inaccurate recording. The online practicum logbook should be available to both Field Placement and University Supervisors throughout the placement so that they can electronically sign-off your activities.

APPENDIX

TRAINEES' VIEWS ON HELPFUL & UNHELPFUL SUPERVISOR BEHAVIOURS

HELPFUL:

- Giving detailed positive and negative feedback, with opportunity to discuss it generate confidence in the Trainee
- Not checking too much, but allowing the Trainee to organise things on his/her own
- Being available and approachable
- Being able to observe supervisors and able to discuss it in detail
- Sensitive to the Trainee's feeling of competence, and the timing of the transition from observing to being 'in the driving seat'
- Respect for the Trainee's view and knowledge of the client
- Problem solving approach in giving negative feedback
- Appreciating personal stresses related to training
- Supervisors being able to acknowledge their own weaknesses and problems
- Being interested in Trainee's life as well as work
- Grading independent work
- Help with references
- Understanding Trainee limitations eg previous experience, time available
- Giving Trainee a forum to verbalise their own ideas
- Offering a wide variety of clients and treatment approaches
- A very structured contract re goals

UNHELPFUL:

- Supervisor never available
- Not having a regular meeting time
- Bad time keeping
- Not asking the Trainee's feelings about therapy sessions and how it affects them personally
- Not being introduced to other staff
- Inadequate/unstructured induction
- Lack of feedback (positive and negative)
- Supervisor being too rigid in theoretical orientation
- Lack of pre-placement meeting
- Supervisor imposing their approach to clients on Trainees
- Not taking Trainee's views seriously
- Vague about the theoretical underpinnings of their own work
- Not helping clear formulation of the situation
- Assuming that all Trainees are the same
- Downgrading Trainee's skills because they are a Trainee
- Supervisor's lack of enthusiasm for their work is infectious
- Using Trainee to dump all their difficulties
- Supervisor too rigid - not allowing Trainee to organise their time, work load, etc.
- Supervisor not providing the opportunity for Trainee to discuss their feelings, and issues about themselves in relation to the client

GENERAL VIRTUES IN A SUPERVISOR

The following list is derived from a combination of the references cited at the foot of this page.

1. Having an interest in supervision.
2. Making explicit and discussing each other's expectations of supervision (a supervisory contract).
3. Providing opportunities for the Trainee to see you at work and discuss afterwards.
4. Observing the Trainee at work (directly or via tape) and giving feedback.
5. Giving an Trainee his/her own 'caseload' (i.e., work he/she is responsible for) at the outset, or fairly soon after.
6. Being readily available for regular and/or frequent discussion of the Trainee's work.
7. Being prepared to teach about techniques and theories and to provide links between academic input and practice.
8. Avoiding being either very passive or authoritative.
9. Balancing critical and encouraging feedback on the Trainee's performance checking out if the balance is right from time to time.
10. Being prepared to confront matters of professional conduct, such as missed appointments, repeated lateness, late or inadequate reports, inappropriate dress or behaviour etc.
11. Openly discussing mutual expectations about the Trainee's level of autonomy, methods of supervision, how the placement will be assessed, and the freedom to express personal feelings.

APPENDIX

COURSE APPROVAL GUIDELINES FOR MEMBERSHIP OF THE APS COLLEGE OF CLINICAL PSYCHOLOGISTS

Available from from:

<https://www.psychology.org.au/Assets/Files/College-Course-Approval-Guidelines-Feb2013.pdf>

RULES FOR ACCREDITATION & ACCREDITATION STANDARDS FOR PSYCHOLOGY COURSES

**Australian Psychology Accreditation Council Rules & Accreditation Standards for Psychology Courses Ver 10 June
2010**

Available from:

https://www.psychologycouncil.org.au/Assets/Files/APAC_Rules_for%20Accreditation_and_Accreditation_Standards_for%20Psychology_Courses_Ver_10_June_2010.pdf

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