

MENTAL HEALTH WORKFORCE
PROFESSIONAL ENTRY
**PRACTICE PLACEMENTS IN
THE COMMUNITY MANAGED
MENTAL HEALTH SECTOR**

A NSW Pilot Study



Scoping Report

**Placement
Guide**

Placement
Listing

Project Report

e-resource



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The Mental Health Coordinating Council (MHCC) promotes people's fundamental human rights. We acknowledge the traditional custodians of the land and value the lived experience of people recovering from mental health issues – both past and present.

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¹ The Werry Centre for Child & Adolescent Mental Health Workforce Development NZ, 2012.

TERMINOLOGY

Consumer

There are a number of terms used to refer to people who access a diversity of mental health services including 'client', 'service user' (in the UK and NZ), 'patient' and 'consumer'. In Australia the term 'consumer' is most commonly used in policy, service provision standards and guidelines, state and national plans, and research and advocacy papers, to describe a person with the lived experience of persistent mental health problems².

In the *Mental Health Act 2007 NSW* (the Act), the terminology used is 'patient'. A person engaging with the public mental health system, and held in a voluntary or involuntary capacity, or receiving care and treatment under a Community Treatment Order, is considered to be a 'patient' under the Act.

Each of the terms used in a particular context has its own history and connotation for particular groups and individuals. Some terms are felt to be stigmatising and discriminatory. None adequately portray an individual's experience or truly reflect the relationship between recipient and provider of services under the philosophy of recovery oriented practice. The term 'patient', for example, tends to imply a passive recipient of medical 'expertise'³, whilst 'client' has the connotation of a professional, transactional relationship⁴. The term 'user' is commonly rejected because of its other meaning in relation to drug use. However, the consumer movement in New Zealand has recently moved towards use of the term 'service user' in preference to consumer. The term 'consumer' is generally preferred as it implies 'choice'.

Whilst individual preferences in terminology are acknowledged, MHCC has chosen to use the term 'consumer' because this is the term most frequently used by leading consumer advocacy organisations in NSW. We also choose the term as it relates to the objectives set out in mental health principles, standards and service delivery guidelines describing the rights and obligations a consumer has to actively participate in decision making processes and planning of their care and treatment.

Practice Placement

Rather than use the term 'clinical placement' to refer to the student placement period in a CMO, this paper uses the term 'practice placement'⁵.

Traditionally, the word 'clinical' has been associated with a medical model of treatment and care. The clinical model focuses on assessing a person's symptoms, and treating them systematically. Community managed organisations (CMOs) deliver both 'clinical' and 'non-clinical' services.

However, the term 'non-clinical' has decreasing usage as it fails to give due recognition to:

- the importance of looking at individuals holistically;
- using a Recovery-Oriented approach that takes into account social context and other factors that impact on an individual's well-being (e.g., social connectedness; meaningful employment or activities; secure housing; and, access to a range of services)
- maximising consumer autonomy in all aspects of care.

2 Mental Health Coordinating Council 2012, *Implementing Practice Supervision in Mental Health Community Managed Organisations in NSW*, p.viii, MHCC, Sydney.

3 D Axten, 'The development of supervision ethics', in W Patton & M McMahon (eds) *Supervision in the helping professions: a practical approach*, pp105-116. Pearson Education, Frenchs Forest, 2002.
M White & D Epston, *Narrative Means to Therapeutic Ends*, W W Norton & Company, New York, 1990.

4 Axten, 2000.

5 Adapted from MHCC 2012, pp.vii-viii.



Recovery Oriented Practice⁶

The Australian National Standards for Mental Health Services 2010 describes the principles of recovery oriented mental health practice from the perspective of the individual with mental illness (adapted from the Recovery Principles outlined by the Hertfordshire Partnership NHS Foundation in the UK).

In this context, recovery means gaining and retaining hope, understanding of one's abilities and disabilities, engagement in an active life, personal autonomy, social identity, meaning and purpose in life, and a positive sense of self.

Recovery oriented practice ensures that services are delivered in a way that recognises the uniqueness of the individual; provides real choices; promotes and protects rights; supports with dignity and respect acknowledging that each individual is an expert in their own lives; offers realistic ways to help people realise their own hopes, goals and aspirations and enables them to track their own progress.

A detailed glossary is provided on page 73.

⁶ MHCC 2012, p.xi.



EXECUTIVE SUMMARY

This practice *Placement Guide* has been developed to support community managed mental health organisations (CMOs) to prepare for and manage student practice placements.

The front part of the guide describes key concepts relevant to practice placements such as higher education providers, the practice placement process, becoming a host organisation, structuring the practice placement, information for students, interprofessional learning, and the placement educator.

The appendices include more detailed information, sample templates and guidelines which CMOs can adapt for their own use.

BACKGROUND AND INTRODUCTION

Context

Australia is in the midst of a shift beyond hospital-based medical and illness-oriented service delivery models towards, more recovery oriented, community based approaches to supporting people experiencing mental health problems⁷.

The mental health sector is preparing to strengthen numbers in its community based professional workforce: practice placement education, as an essential part of that preparation⁸, must be relevant to work practices which are underpinned by a recovery orientated approach⁹.

Project - Practice Placements in the Community Managed Mental Health Sector

This practice *Placement Guide* was developed through the project '*Practice Placements in the Community Managed Mental Health Sector*'. The aim of this collaborative project between the Mental Health Coordinating Council (MHCC), University of Notre Dame, University of Western Sydney, Sydney University and the Sydney Local Health District was to increase and provide quality mental health placements in the community managed mental health sector. During the first stage of the project, scoping activities were carried out¹⁰ which informed the development of this practice *Placement Guide*.

All project reference group members were invited to comment on draft versions of this guide, with key advisors providing constructive, detailed feedback throughout the guide's development.

About practice placements

Practice placements provide vital pre-qualification workplace experience, enabling students to apply theory to real life situations under the supervision of qualified and experienced staff. Practice placements provide students with opportunities to observe, describe, analyse and undertake good practice in relation to the key stages and requirements of the professional accrediting body.

The emerging view of practice placements

Practice placements in CMOs:

- are based on a collaborative approach between the education provider and the CMO; the placement educator and student are well supported,
- enable the student to be seen as an asset; the benefits student brings to the CMO are acknowledged.

The following principles underpin the CMO approach to practice placements¹¹:

- Students and placement educators are best supported through a team approach.
- Ongoing collaboration and liaison with all stakeholders is a key factor in the provision of consistent and high quality support to students on placement.
- Planning with teams and placement educators is essential¹².

7 Health Workforce Australia 2012a, *Factsheet: A Snapshot of the Mental Health Non-Government Organisation Sector*. Viewed 6 February 2013, https://www.hwa.gov.au/sites/uploads/factsheet_snapshot_mental_health_ngo_sector_20120319b.pdf.
Mental Health Coordinating Council 2010a, *The NSW Community Managed Mental Health Sector Mapping Report 2010*, Sydney Australia, p14.

8 Prigg and Mackenzie 2002 and Lloyd et al 2002 in Overton, Clark and Thomas 2009, p.294

9 Department of Health and Ageing 2012, *National Recovery Oriented Mental Health Practice Framework* draft viewed March 2013, <http://www.crazelateralsolutions.com/7edf5b95-a4a4-45d7-803b-561f46b3a89e.aspx>

10 Mental Health Coordinating Council 2013b, *Scoping Report: Mental Health Workforce Professional Entry Practice Placements in the NSW Community Managed Mental Health Sector - a NSW Pilot Study*, 2013, MHCC, Sydney.

11 Thomas, Penman & Williamson 2005, cited in The Werry Centre for Child & Adolescent Mental Health Workforce Development 2012, *Fieldwork Supervisors Handbook: Practical tips & strategies for student placements in infant, child & adolescent mental health/AOD settings*, 2012, The Werry Centre for Child & Adolescent Mental Health, Auckland NZ, viewed 22 March 2013, p.3. http://www.werrycentre.org.nz/site_resources/library/Projects/Mental_Health_Placement/FIELDWORK_SUPERVISORS_HANDBOOK_2012.pdf

12 See Appendix 1.

- Innovative and creative supervision and placement models enhance quality placements.
- The placement educator has a unique skill set comprising elements of professional supervision, operational supervision, teaching, coaching and mentoring.
- Cultural resources¹³ and supports need to be accessible to all students and placement educators.

ABOUT HIGHER EDUCATION PROVIDERS (HEPS)

HEPs provide courses leading to qualifications under the Australian Qualifications Framework (AQF)¹⁴. HEPs include:

1. Higher education providers registered with the Tertiary Education Quality and Standards Agency (TEQSA) including
 - University Colleges
 - Australian Universities (or Australian University of Specialisation)
 - Overseas Universities (or Overseas University of Specialisation)
2. Registered Training Organisations (RTOs)
 - Government owned (State or Territory - e.g. TAFE)
 - Non-government owned
 - Private-for-profit
 - Community-managed (not-for-profit)

ABOUT PRACTICE PLACEMENTS

The practice placement process

The practice placement process involves the CMO and HEP taking actions such as:

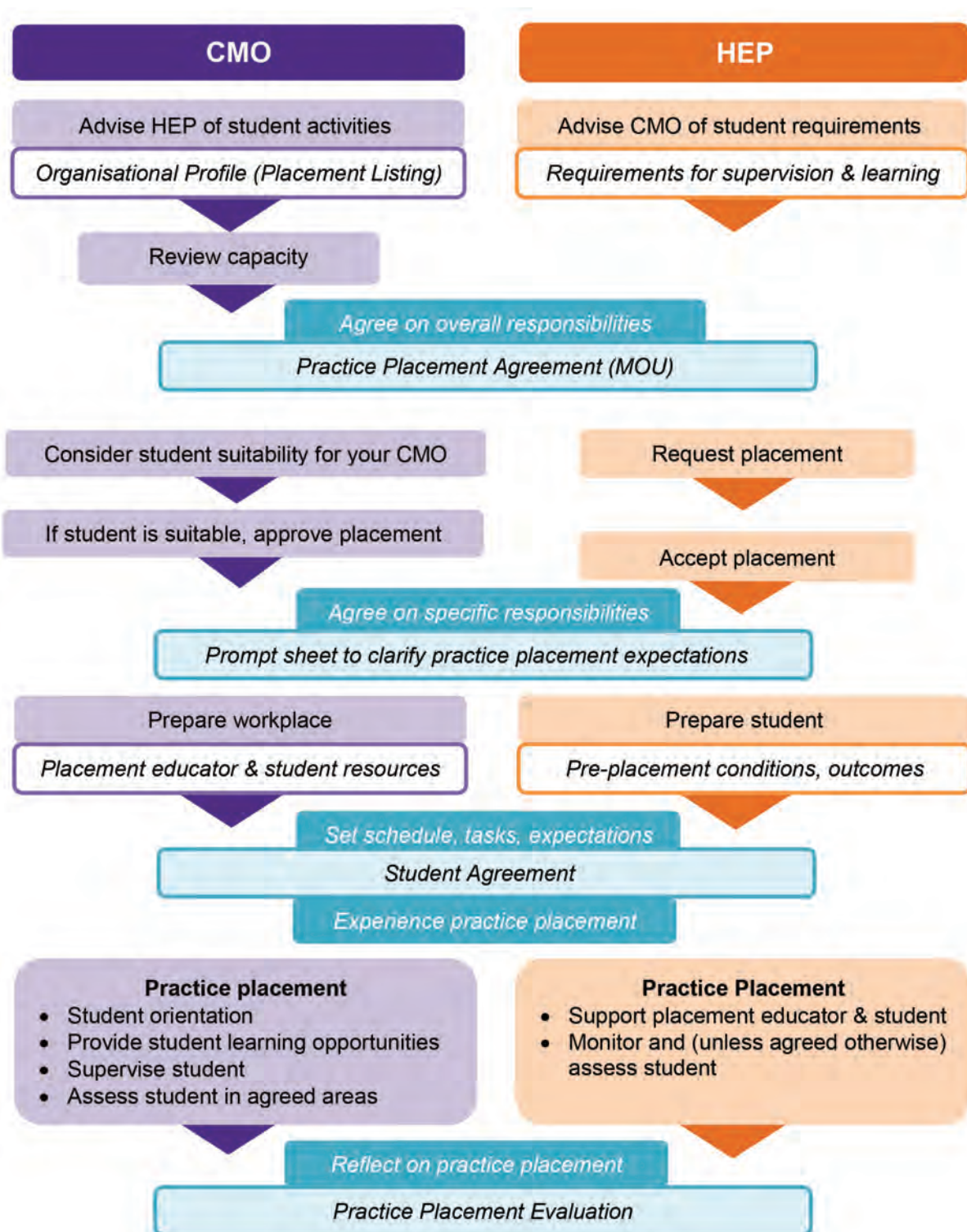
- making information available to each other
- agreeing on, and fulfilling, responsibilities
- working together to support the practice placement
- reflecting on what can be done to improve future practice placements.

An indication of how the practice placement process may occur is shown in Figure 1.

¹³ Resources that honor and support diversity and inclusion.

¹⁴ See Appendix 16.

Figure 1. The practice placement process



Why do students undertake practice placements?

Students undertake practice placements that are required by the accrediting body for the profession in which they aspire to be qualified. However, the student may have chosen a specific organisation for a practice placement for additional reasons such as:

- improving their curriculum vitae
- wanting to learn more about the sector before firmly deciding on a career direction
- building a network of contacts
- developing particular skills
- pursuing an interest or passion.

Practice placements provide students with¹⁵ a culture that encourages autonomy and independence, and exposure to:

- diverse learning opportunities
- improved communication and self-management skills
- an opportunity to demonstrate level of functioning.

Why do CMOs offer practice placements?

CMOs provide practice placements because of the potential benefits¹⁶ for consumers, staff, the organisation and the community managed mental health sector.

Benefits for Consumers

Students may bring a fresh perspective and can offer the time to work with consumers more intensively. In addition the practice placement period may be a great opportunity for a consumer to impart their expert knowledge and lived experience to students.

Benefits for the Placement Educator

Through the CMO's practice placement relationship with the HEP, Placement Educators may gain access to continuing education, the HEP's library, and collaborative teaching and research opportunities with HEP staff.

As a result of supervising practice placements, Placement Educators may experience:

- increased self-esteem, confidence, and status
- an expanded repertoire of professional skills such as teaching, facilitation, assessment and feedback
- recognition for contributing to the development of future colleagues
- career enhancement.

As students become more productive, the placement educator may delegate more tasks: more time may be available for other core work such as quality improvement.

¹⁵ The Werry Centre 2012, p.3.

¹⁶ The Werry Centre 2012, p.5;

M Rose, D Best, D & L McAllister, 'Becoming a clinical educator', in J Higgs & H Edwards (eds), *Educating beginning practitioners: Challenges for health professional education*, Butterworth Heinemann, Oxford, 1999, pp. 271-277.

Benefits to the Organisation

Recruitment: The student's suitability for future employment can potentially be assessed; when recent students are employed they can often 'hit the ground running'.

Productivity: Students have the time and drive to commit to the development of new initiatives that staff may not have had time to do within their busy workload.

Staff skills: In order to supervise students, staff are required to update their research, education and supervision skills.

Diversity: Students contribute to diversity within the workplace and are often enthusiastic, dynamic and very motivated to perform.

Partnerships: Mutually beneficial relationships with HEPs are established which have the potential to grow beyond the practice placement focus.

Accreditation: Some accreditation standards¹⁷ include items such as "service agreements and partnerships" and "community and professional capacity building". Practice placements contribute to evidence indicating that the CMO is meeting these standards.

Benefits to the Community Managed Health Sector

A range of CMOs working together to provide high quality practice placements is likely to increase the community managed mental health sector's potential to attract and retain a greater number of professional staff. Throughout and beyond the sector, there will be more professionals with practical experience in Recovery-Oriented approaches to support.

¹⁷ For example, the Health and Community Service Standards (HCSS).

HOW TO BECOME A HOST ORGANISATION FOR PRACTICE PLACEMENTS

Consider the organisation's capacity to provide practice placements

To prepare to become a host organisation, it is recommended that organisations devote some attention to CMO practice placement capacity considerations (see [Appendix 2](#)) such as:

- the potential impact of practice placements on consumer experience
- organisational capacity
 - organisational and financial skills
 - systems and infrastructure
 - physical and financial assets
 - human resources
- policy and planning
- research and development.

Work out what types of practice placements your CMO can provide

The range of occupations in the community managed mental health sector enables a broad variety of potential practice placement types, as indicated in Table 1 below.

Table 1. Occupations in the community managed mental health sector

<i>Professions</i>	<i>Vocations</i>	
■ Accounting	■ Administration	■ Fundraising
■ Dietetics	■ Alcohol and Other Drugs	■ Graphic Design
■ Exercise Physiology	■ Business management	■ Mental Health
■ Law	■ Communications	■ Project Management
■ Medicine	■ Community Services	■ Social Welfare
■ Nursing and Midwifery	■ Counselling	■ Training and Assessment
■ Occupational Therapy	■ Disability Support	
■ Psychology		
■ Social Work		

Early consideration of HEPs

Find out which HEPs provide courses that require practical experience for students in the occupation(s) for which your CMO is able to provide practice placements.

Do your staff have the qualifications and experience needed to supervise students on placement (i.e. to be a placement educator)?

Supervisor requirements are set by the professional body and the HEP, and may vary according to the year of study, type of practical experience needed by the student, and whether or not the practical experience is compulsory. Table 2 below shows supervisor requirements which may be required during the practice placement.

Table 2. Supervisor requirements during the Pilot Project

<i>Pilot Profession</i>	<i>Supervision Requirements</i>
■ Dietetics	**Supervision by a CMO program manager.
■ Exercise Physiology	Supervision by an accredited exercise physiologist / equivalent
■ Medicine	Supervision by a program manager or medical consultant.
■ Nursing	A registered nurse is required on-site or, alternative arrangements for external supervisor were negotiated.
■ Occupational Therapy	Supervision by a registered occupational therapist. **Supervision by a host CMO program manager.
■ Psychology	Supervision by a clinical psychologist with post-graduate qualifications in clinical psychology (USyd) **Supervision by a CMO program manager.
■ Social Work	Supervision by a qualified Social Worker who has at least two years practice experience.

**Non-compulsory / non-accredited practice placement

What if the CMO cannot provide the required supervisor?

When forming a relationship with the HEP, the representative of the CMO should mention that they have the capacity to provide practice placements, except that the Placement Educator may not have the specific qualification required for supervision.

In some professions, for example nursing and social work (see below), the HEP may be able to assist with the provision of a qualified supervisor.

Nursing: When the CMO provides a Placement Educator who is a registered nurse, it is common practice for the HEP to pay the CMO around \$55 per student per day during practice placement.

If the CMO does not have a registered nurse to provide placement supervision, it may be worthwhile projecting the costs of employing a registered nurse during the placement period to determine whether the payment provided by the HEP would cover the costs of employment.

If the employment costs are not covered, the CMO could consider proposing a different fee to the HEP, asking the HEP to provide the registered nurse during the practice placement, or collaborating with another CMO or public or private health service so that a registered nurse can be made available for supervision without your CMO having to subsidise the cost of that nurse.

Social Work: The HEP may provide a Social Worker to provide supervision if the placement educator does not hold a recognised social work qualification.

How many students can a CMO place at any one time?

It is increasingly being considered the norm to place students in pairs (or more) in order to:

- enable more opportunities for peer assisted learning, collaboration and interprofessional learning
- reduce attentional demands on the placement educator.

CMOs should ascertain the number of placements they can provide and the periods during which placements can be provided before commencing discussions with HEPs.

Make information available about the CMO's willingness to provide placements

Make others aware of the organisation's willingness to provide practice placements via methods such as:

- inclusion in the MHCC Practice Placement Listing, which will be distributed to HEPs. This will require completion of an organisational profile (See [Appendix 3: Organisational Profile Template](#))
- provision of practice placement information on the organisation's website
- allocation of a staff member to be the central point of contact regarding practice placements, and provision of contact details for that person.

Connect with HEPs

There are a number of different paths to establishing links with a HEP, and even within one HEP.

- check HEP websites as they often describe the sorts of practice placements they are looking for.
- approach the department running courses in vocations that may suit the organisation's capacity for placement and ask for the student placement coordinator's contact details.

CMOs may receive applications directly from individual students. If this occurs, students should be advised to arrange for the appropriate point of contact at the HEP to make direct contact with the CMO. If CMOs want to encourage students to make direct contact with them, the Practice Placement Enquiry Form (see [Appendix 4](#)) could be included on the CMOs website.

Initial discussion with the HEP about potential practice placements

The purpose of the initial discussion will be to determine:

- whether or not the needs of the HEP match the organisation's capacity to provide a practice placement, and if so
- how the HEP and CMO can work together to support the practice placement.

Moving towards a practice placement arrangement

If both the HEP and CMO agree it is worthwhile to progress towards a practice placement arrangement:

- let the HEP know what the CMO expects the next steps will be¹⁸
- take time to consider what the HEP expects the next steps will be
- together, agree on actions.

¹⁸ CMOs may want to use something like *Information for Higher Education Providers Seeking Practice Placements* (see Appendix 5).

Make sure the following are available in order to progress to more specific arrangements:

- Practice Placement Agreement¹⁹
- Prompt sheet for clarifying expectations for the practice placement²⁰
- Practice Placement Policy and Procedure²¹
- Student Agreement²²

The Practice Placement Agreement

The Practice Placement Agreement is a MOU type document that sets out responsibilities and expected actions of HEPs and CMOs in relation to the provision of placements for students in pre-registration and pre-qualification programs in health and community professions.

A sample Practice Placement Agreement is shown in [Appendix 6](#).

19 Sample in Appendix 6.
20 Sample in Appendix 7.
21 Sample in Appendix 8.
22 Sample in Appendix 13.

STRUCTURING THE PRACTICE PLACEMENT

It is envisaged that, where possible:

- there will be a minimum of two students per placement educator to maximise opportunities for peer assisted learning
- in cases where the CMO's Placement Educator is from a different profession to that of the student, students will be supervised by
 - the Placement Educator funded by the CMO and
 - a Placement Facilitator funded by the HEP or
 - a Professional Supervisor funded by the HEP.

Major Roles in the Practice Placement

The Placement Educator

The Placement Educator oversees the student on a day-to day-basis and involves them in the work of the team by:

- guiding and supporting as a teacher and mentor
- providing suitable professional challenges
- ensuring a learning agreement with students is developed, outlining the aims of the placement and how these will be achieved
- being involved in reporting and assessing student achievement whilst on placement.

When the CMO requires external support with supervision and assessment, (e.g. for a Registered Nurse):

- the HEP may engage a Placement Facilitator or Professional Supervisor to provide supervision, or
- the HEP may pay a fee to the CMO (which the CMO uses to engage a Placement Facilitator or Professional Supervisor).

The Academic Supervisor

Students also have an Academic Supervisor at the HEP who oversees their academic work and is able to guide the Placement Educator in the reporting and assessment requirements of the program.

The Placement Facilitator

The Placement Facilitator is an appropriately qualified and recognised professional, funded by the HEP, who facilitates student learning on practice placement and who acts as a liaison person between the HEP and the host organisation.

The Professional Supervisor

A Professional Supervisor has qualifications and experience which meet the requirements of the professional body in order to provide discipline-specific supervision to the student.

Figure 2 below shows the potential practice placement structure when the Placement Educator is qualified in the same profession as that being studied by the student.

The CMO's Placement Educator is the same profession as the student

Figure 2. Potential structure for CMO practice placements – same profession

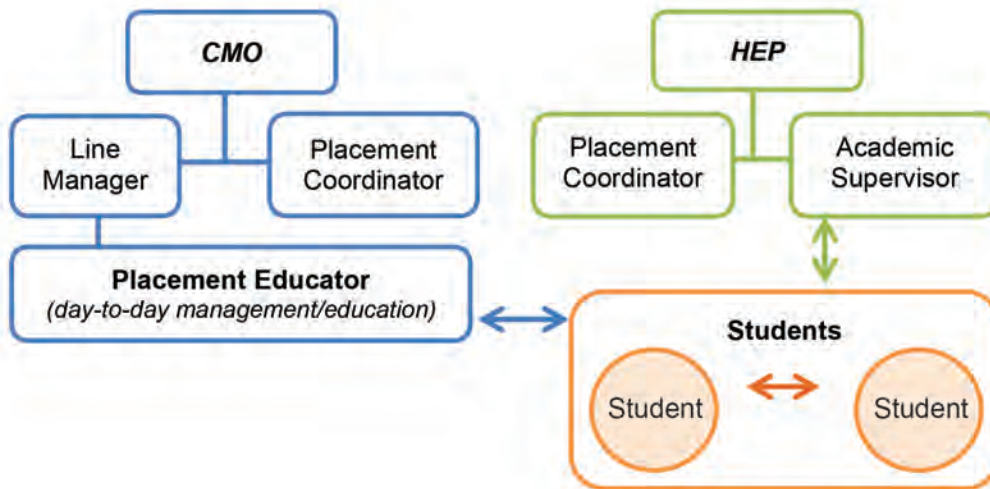
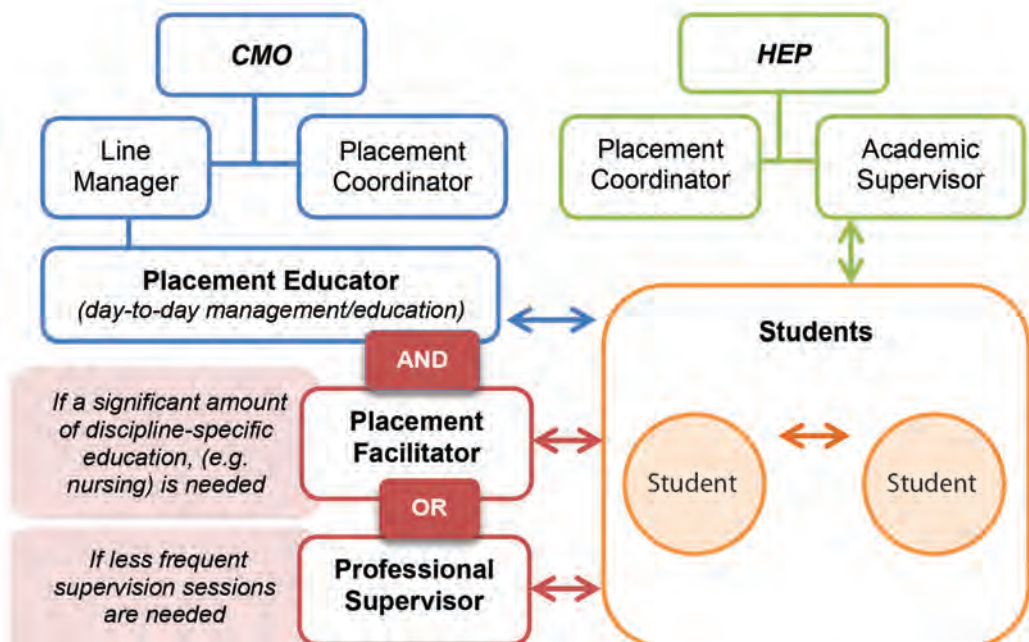


Figure 3 shows the potential practice placement structure when the Placement Educator is not qualified in the same profession as that being studied by the student.

If a significant amount of discipline-specific education (e.g. nursing) is needed, a Placement Facilitator is needed. If less frequent supervision sessions are required, a professional supervisor is needed. The Placement Facilitator is usually funded by the HEP.

The CMO's Placement Educator is NOT the same profession as the student

Figure 3. Potential structure for CMO practice placements – different profession



INFORMATION FOR STUDENTS

Provide information to prospective students

Organisational Profile

The *Organisational Profile* (see [Appendix 3](#)) for the *MHCC Placement Listing* requires the CMO to provide the following information:

Organisation	Name, Vision, Mission, Values
<ul style="list-style-type: none">■ Programs	<ul style="list-style-type: none">■ Name, Brief description, Location, Hours/days of operation
<ul style="list-style-type: none">■ Pre-placement Requirement	<ul style="list-style-type: none">■ eg Current Criminal Record check, Working with Children Decl, Immunisation, additional training / experience required
<ul style="list-style-type: none">■ Student Activities	<ul style="list-style-type: none">■ Individual engagement; Group based activities; Interprofessional practices
<ul style="list-style-type: none">■ Contact	<ul style="list-style-type: none">■ Name, Phone, Email, Website

Include this information in the 'practice placement' section of your website. It might also be useful to make it available for download (i.e. PDF).

Practice Placement Policy and Procedure

The CMO's practice placement policy and procedures (see [Appendix 8](#)) should be accessible to students in advance of practice placements so they are aware of detailed expectations and processes during the practice placement. CMOs can provide a link from the student placement page of their website.

Student interview

Many CMOs require a pre-placement interview with the student. If this is the case, the CMO should ensure that the requirement for this interview is stated in their practice placement policy and procedure, and in material provided to the HEP. Let the student know in advance if a CV and referee details are required. See [Appendix 10](#) for sample interview questions.

Student Orientation

Make sure it is clear that the student knows s/he must complete orientation at the beginning of the placement. See [Appendix 11](#) for a sample Practice Placement Orientation Checklist.

Helpful tips for students

Make some easy-read tips for students to put them at ease and to provide some initial direction. See [Appendix 12](#) for sample tips.

ABOUT INTERPROFESSIONAL LEARNING (IPL)

CMOs are well positioned to provide interprofessional learning (IPL), and IPL may become an expected component of any CMO practice placement. IPL occurs when a student interacts with other professions, providing opportunity to learn with, from and about each other, in the provision of person-centred support and service development. This involves learning how to work collaboratively as well as how to learn from others to improve work practices.

One aim of IPL is to foster the development of Interprofessional Collaborative Practice (ICP), which is a person-centred process of communication and decision-making that enables the separate and shared knowledge and skills of care providers to synergistically influence consumer care and support²³. IPL concepts and activities can be integrated into all placements: i.e. regardless of profession, generic IPL outcomes may be set.

IPL Activities

A range of activities (structured, self-directed and/or spontaneous) may contribute to IPL, such as:

- Timetabled IPL activities that bring students together (e.g. planning for support coordination, peer supervision)
- more self-directed activities (e.g. project work, observation and reflection on a team/ shadowing of another health professional followed by reflective discussion)
- creating / attending informal IPL opportunities (e.g. lunch room discussions, shared accommodation, common rooms).

Competencies for collaborative practice²⁴ (see **Appendix 14**) have been proposed which may guide the development of learning activities. Examples of how IPL activities may relate to some of the proposed competencies are shown below in Table 3.

Table 3: How IPL activities relate to some proposed competencies

<i>Proposed Competency</i>	<i>Potential IPL Activity</i>
Providing assessments of consumer need on which other professions can act	<ul style="list-style-type: none"> ■ Preparation for and observation of, consumer assessment ■ <i>Student describes how the consumer and other professions can use the information</i>
Managing confidentiality between professions and between agencies	<ul style="list-style-type: none"> ■ Seek and obtain the consumer’s informed consent to disclose information ■ <i>Student describes information which may be disclosed , to whom, and circumstances under which information may be disclosed</i>
Negotiating working agreements with other professions and between agencies	<ul style="list-style-type: none"> ■ Interagency project with a Partnership Agreement / MOU ■ <i>Student describes purpose of agreement, areas which may need to change to accommodate the views / needs of others, and roles of each party.</i>
Facilitating interprofessional support coordination meetings, team working and networking	<ul style="list-style-type: none"> ■ Preparation for and attendance at a support coordination meeting ■ <i>Student describes each profession’s role in supporting a particular consumer on their recovery journey</i>

23 Way et al. 2000 in Health Education and Training Institute 2012, *The Learning Guide: A handbook for allied health professionals facilitating learning in the workplace*, p.60, HETI, Sydney, viewed 14 January 2013, <http://heti.nsw.gov.au/Global/HETI-Resources/allied-health/allied-health-learning-guide.pdf>

24 adapted from Barr et al. 2005 in Nisbet, G, Lee, A, Kumar, K, Thistlethwaite, J & Dunston, R, 2011, *Interprofessional Health Education: A Literature Review. Overview of international and Australian developments in interprofessional health education (IPE)*, viewed April, 2013. <http://www.rilc.uts.edu.au/pdfs/IPEAUSlitreview2011.pdf> p.28.

THE PLACEMENT EDUCATOR

Selection of the Placement Educator

It is important that a Placement Educator is selected on the basis of demonstrated skills such as expertise, leadership, effective communication, interest in students' professional growth, effective teaching skills and commitment to supervision, rather than on the basis of availability or seniority.

Training for the Placement Educator

Some HEPs offer free training and/or support around practice placement across the academic year, and may be able to develop a training package tailored to the needs of a specific CMO.

Competencies for Placement Educators have been drafted under the following domains²⁵:

- Development of competence
- Summative assessment of competence
- Administration and management in practice placement
- Facilitate safety in practice placement.

Detailed information about these competencies can be found [here](#).

Supports for the Placement Educator

Access to professional supervision and support for the Placement Educator is essential and reflects best practice.

Supervision

- Professional supervision (including peer and/or group supervision)²⁶
- Operational supervision

Other supportive relationships

- Line Manager
- Peers
- HEP lecturers/tutors
- Teams

Recognition of the Placement Educator

Publicly acknowledge the Placement Educator's contribution to the development of expertise in the organisation and sector.

Guidance for the Placement Educator

Appendix 17 - Prompt Sheet to clarify Practice Placement Expectations - provides sample material that can guide the Placement Educator with the practice placement.

25 Human Capital Alliance (HCA), *Draft National Clinical Supervision Competency Framework*, for Health Workforce Australia, August 2012, Adelaide, viewed 12 April 2013, http://www.hwa.gov.au/sites/uploads/Draft_Competency_Framework_for_Clinical_Supervision_Aug_2012.pdf

26 For more information on supervision, see *Implementing Practice Supervision in Mental Health Community Managed Organisations in NSW*.

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APPENDICES



Appendix 1. Preparing CMOs to Consider Practice Placements

CMOs in which management/teams are supportive of staff supervising students appear to thrive in their provision of quality practice placements²⁷, and given this we make the following recommendations:

Values and attitudes: Consider the student as an asset and acknowledge the benefits students can bring to the service. Examples of this include students bringing new and up-to-date knowledge to the service and enhancing critical thinking of the Placement Educator and the team. This will create equality between staff and students which in turn will help students feel safe, supported, validated and valued.

Have a positive approach: Students can lighten workloads, rather than adding to them. They can perform tasks while staff are doing other tasks, checking in with staff once tasks are completed (depending on level of study as well as their ability to function autonomously). This way students receive supervision while extending their practice.

Recruitment: Providing students with the opportunity to learn within a CMO can have a positive influence on future recruitment of staff within the specific CMO where they have undertaken their placement, and in the CMO workforce in general. If students have had a good and supportive placement at a CMO, it is likely they will want to come back to work at that CMO in the future. There is a direct link between good placements and career choice.

Professional development: Placement educators can view supervision of students as part of their own professional development. For many professions, it is part of continuing professional development (CPD) to guide, assist and teach others. Documented feedback from students can be placed in portfolios as evidence of meeting CPD requirements.

Approach the student as part of the future workforce: Students are the colleagues and leaders of tomorrow. Recognising and respecting this may motivate teams to ensure students have quality experiences that maximize their ability to function as highly competent professionals.

Identify learning opportunities: Identify all learning opportunities that the team and / or service can provide to students prior to placements commencing.

Own space: Provide students with a space of their own, e.g. own table and chair where they can sit down to do their work.

Welcoming: A welcoming event such as a team morning tea will assist students to feel welcomed into and part of the team. The welcoming gives students an opportunity to start feeling more familiar with all people present, possibly enhancing their ability to approach staff for support when required.

Placement Timing Calendar: Use a Placement Timing Calendar to outline the dates HEPs are seeking practice placements in CMOs over the academic year. This will assist teams to plan for practice placements prior to receiving student/HEPs requests.

²⁷ Adapted from the Werry Centre 2012, pp.15-16.

Appendix 2. CMO Practice Placement Capacity Considerations

The purpose of this form is to support CMOs to self-assess their capacity to provide practice placements. It is meant for internal use.

a. Consumer Experience (program range & responsiveness)		
		COMMENT
Will practice placements contribute to (and not detract from) accessible, relevant, well-coordinated, Recovery-Oriented mental health programs?	Yes/No	
b. Service Provision (organisational capacity)		
Organisational and Financial Skills		COMMENT
■ Is the budget is well-managed?	Yes/No	
■ Are contractual agreements fulfilled?	Yes/No	
■ Have insurance liabilities been considered and covered?	Yes/No	
■ Are partnerships established and mobilised for practice placements?	Yes/No	
Systems and infrastructure		COMMENT
■ Are policies and procedures in place for partnering, professional development and practice placements?	Yes/No	
Physical and financial assets		COMMENT
■ Is there enough physical space (e.g., desk), and computer / phone (if needed) available?	Yes/No	
■ Are funds are available for expenditure associated with practice placements?	Yes/No	
Human Resources		COMMENT
Are staff supervising practice placements:		
■ skilled and qualified?	Yes/No	
■ experienced?	Yes/No	
■ well-supported?	Yes/No	
■ allocated time for work and students?	Yes/No	
c. Policy & Planning (planning, funding and evaluation)		
		COMMENT
To support practice placements, are there ...		
■ transparent funding mechanisms?	Yes/No	
■ inter-sectoral policies and plans?	Yes/No	
Are practice placements evaluated:		
■ at individual and at broader levels?	Yes/No	
■ against how they contribute to organisational goals and outcomes?	Yes/No	
d. Research & Development (innovation & growth)		
		COMMENT
Are transparent, consistent, cross-sector research and development mechanisms in place for practice placements?	Yes/No	
Does research occur into new insights and innovative methods in order to increase quality and quantity of practice placements?	Yes/No	

Appendix 3. Organisational Profile Template

ORGANISATION NAME	[insert name]	
Vision:		
Mission:		
Values:		
PROGRAMS		
Name of Program:		
Program Description:		
Location:		
Hours of Operation:	eg Mon-Fri 9.00am to 5.00pm	
Requirement:	e.g. Current Criminal Record check, Working with Children check, Immunisation Note any additional training/experience required	
Name of Program:		
Program Description:		
Location:		
Hours of Operation:	eg Mon-Fri 9.00am to 5.00pm	
Requirement:	e.g. Current Criminal Record check, Working with Children check, Immunisation Note any additional training/experience required	
Name of Program:		
Program Description:		
Location:		
Hours of Operation:	eg Mon-Fri 9.00am to 5.00pm	
Requirement:	e.g. Current Criminal Record check, Working with Children check, Immunisation Note any additional training/experience required	
STUDENT ACTIVITIES		
	You will first observe, then be provided with opportunities to directly support consumers (under our supervision), through:	
	1. Individual engagement - supporting people to:	
	■	■
	2. Group based activities	
	■	■
	3. Interprofessional practices	
	■	■
Contact:	Name: Phone: Email:	
Website:		

Appendix 4. Sample Practice Placement Enquiry Form²⁸

PRACTICE PLACEMENT ENQUIRY FORM

STUDENT CONTACT DETAILS	
Name:	
Address:	
Phone(s)	
Email:	
Date of Birth:	
EDUCATIONAL DETAILS	
Institution Name:	
Contact at Institution:	
Contact Details:	
COURSE ENROLLED IN AND STAGE OF PROGRESS: (to include Course Outline, the aims and objectives of the placement)	
AREAS OF INTEREST: (to include the essential and desirable experiences and associated learning/development objectives to be achieved by the end of the placement)	
LENGTH OF PLACEMENT: (days per week over what period of time?)	
DATE OF PLACEMENT: _____ until _____	
Day/s and hours required and availability of student	

²⁸ Provided by the Samaritans Foundation Newcastle, NSW.

SUPERVISION:

(to include level of supervision required; requirements of supervisor, qualification requirements of supervisor)

Any previous involvement with [insert organisation]'s services (either directly or with a family member?)

Yes No

If yes, please explain

Is there any injury or illness that [insert organisation] needs to be aware of to provide further support or which may prevent the student from meeting the requirements of the placement?

Yes No

If yes, please explain

Is the student willing to work within the Mission, Vision and Values of [insert organisation]?

Yes No

Copy of Criminal Record Check received
(please note, this is compulsory prior to placement commencing).

Yes No

Copy of "Working With Children" Check or declaration received
(please note, this is compulsory prior to placement commencing).

Yes No

Appendix 5. Information for Education Providers

Information for Higher Education Providers Seeking Practice Placements

Thank you for expressing interest in arranging student practice placements in the community managed mental health sector.

The initial steps for proceeding with discussion and planning for placements are as follows:

1. Agreement and Insurance

The higher education provider (HEP) will:

- a) enter into a Practice Placement Agreement with the **host organisation** (CMO) which specifies terms, conditions, and areas of responsibility and engagement.
- b) provide written evidence that student liability and indemnity insurance policies are current

2. Clarify expectations

The HEP and CMO will clarify, and agree in writing to:

- a) the amount, nature and level of student supervision
- b) the placement facilitator's and placement educator's role expectations
- c) timeframes for actions on decisions around accepting a student for placement

3. Provide information to CMO

Before making a decision to accept a student for practice placement, the CMO requires the following:

- a) written evidence that the student has fulfilled all pre-placement conditions (*these will vary between CMOs*) such as Criminal Record check, Working with Children Check, immunisation.
- b) proof of identification
- c) contact details for the student and the HEP's liaison person
- d) evidence of the student's capability (i.e. scope of practice)
- e) a broad indication of how it is envisaged learning outcomes will be met
- f) name and contact details of two referees, *if asked to do so*
- g) curriculum vitae, *if asked to do so*

4. Decision on student acceptance

The CMO may:

- a) accept students following recommendation from the HEP providing there is sufficient evidence that all pre-placement conditions are met and the information above (in 3) is provided, and
- b) at its discretion, apply additional selection processes such as:
 - a. Review of the student's curriculum vitae
 - b. Student interview with the CMO
 - c. Student reference checks

CMO lets HEP know, in accordance with the timeframe in (2), if the student is accepted for placement.

For more information, please email [insert contact details]

PRACTICE PLACEMENT AGREEMENT

HIGHER EDUCATION PROVIDER and HOST ORGANISATION

Between

[Higher Education Provider]
(the Education Provider - HEP)

ABN - [Insert ABN]
[Insert Address]

and

[Community Managed Organisation/CMO]
(the Host Organisation - CMO)

ABN - [Insert ABN]
[Insert Address]

Dated: _____ 2013

²⁹ Developed from MHCC 2013b; Health Workforce Australia 2012 and NSW Health, *NSW Health Student Placement Agreement for Entry into a Health Occupation*, 2011, NSW Health, North Sydney, viewed 24 February 2013, http://www.health.nsw.gov.au/resources/workforce/student_placement_agreeme_doc.asp

A. PURPOSE, SCOPE AND TERM OF THE AGREEMENT

1. Purpose

1.1 The parties enter into this Agreement for the purposes of:

- a) Specifying the terms and conditions under which Students of **[Higher Education Provider]** may be placed in **[Host Organisation]** for the purpose of supervised practical experience for their education and learning
- b) Working collaboratively for mutual benefit in achieving the purpose set out in 1.1.a
- c) Specifying areas of responsibility and engagement between them in achieving the purpose set out in 1.1.a.

2. Scope

2.1 This agreement applies to practice placements for:

- a) Pre-qualification and pre-registration programs leading to entry into a community services and health industry related occupation
- b) Vocational Education Training (VET) qualifications under Australian Qualifications Framework (AQF) Training Packages required for, and leading to entry to, community services and health industry related occupations.

2.2 This Agreement does not apply to:

- a) a person who is employed by **[Host Organisation]** while continuing training
- b) a trainee who is employed by **[Host Organisation]**
- c) a student undertaking research which is not part of an entry into a health-related occupation training course.

3. Term

This Agreement commences on **[insert date]**, and continues for a period of xx years unless terminated earlier in accordance with Clause C: Termination Terms and Procedures below.

No later than ninety (90) days prior to the expiration of this Agreement, the Parties may agree in writing to extend this Agreement for a further term. The terms of this Agreement, which may be modified by the parties by agreement in writing, will apply to any such further term.

B. TERMS OF THE AGREEMENT

4. Insurance / indemnity

4.1 Insurance

[Higher Education Provider] must effect and maintain the following insurance policies with respect to each student who is provided with a practice placement during the term of this agreement:

- a) public liability insurance in the amount of not less than \$20,000,000.00 in respect of each and every occurrence
- b) professional indemnity insurance in the amount of not less than \$15,000,000.00 in respect of each and every occurrence; and
- c) workers' compensation insurance for an amount required by law.

[Higher Education Provider] must, on request, provide to [Host Organisation] evidence which is satisfactory to [Host Organisation] that [Higher Education Provider] has effected and renewed the insurance policies referred to above in Clause 4.1 a, b & c.

If the student is required to drive a company vehicle, [Host Organisation] will ensure that appropriate insurance is in place to cover any liability arising from the use of the vehicle by the student as [Higher Education Provider]'s indemnity will not cover any damage to property or personal injury arising out of the student's use of the [Host Organisation] vehicle.

4.2 Indemnity

a) [Higher Education Provider] indemnifies [Host Organisation], its employees and agents against liability in respect of all actions, claims, costs and expenses and for all loss, damage to property or personal injury or death to persons caused by any unlawful or negligent act or omission of [Higher Education Provider], its employees, agents or Students whilst undertaking a practice placement except to the extent that [Host Organisation], its employees or agents caused the relevant loss, damage or injury.

b) [Higher Education Provider]'s liability to indemnify [Host Organisation] under Clause 4.2 (a) shall be reduced proportionately to the extent that an act, error or omission of [Host Organisation] contributed to the loss, liability or expense.

c) [Higher Education Provider] agrees and acknowledges that all rights, obligations and liabilities under, or in connection with this Agreement are to apply, even where the relevant circumstances involve a failure to take reasonable care and the existence of concurrent wrongdoers, as that term is defined in section 34(2) of the Civil Liability Act 2002 (NSW), unlimited and otherwise unaffected by anything that, but for this Clause 4.2(c), may by virtue of the provisions of the Civil Liability Act 2002 (NSW) have limited or otherwise affected those rights, obligations and liabilities.

5. Payment

5.1 Students will not receive any payment from [Host Organisation] during practice placements.

5.2 [Higher Education Provider] will pay [Host Organisation] [insert rate] for providing practice placements.

6. Students

6.1 [Host Organisation] will determine the maximum number of students placed at any one time.

6.2 The decision to accept a particular student for placement rests with [Host Organisation], in accordance with its procedures for the selection and/or approval of students for practice placement.

7. Responsibilities of the Higher Education Provider

[Higher Education Provider] will:

7.1 Oversee the practice placement

7.1.1 Define what is expected from the student, including, but not being limited to:

(a) specifying the student's required time commitment, responsibilities, attendance requirements and goals/learning outcomes

(b) providing the student with learning objectives and relevant details such as dress guidelines, identification requirements, compulsory student equipment and consumables

(c) informing students of pre-placement conditions (e.g. immunisation, National Police and Working with Children checks).

7.1.2 Administer, conduct, and support the student during placement, including, but not limited to:

- (a) monitoring and providing feedback to the student
- (b) managing student disciplinary issues
- (c) providing pastoral care and referring students to qualified counsellors.

7.1.3 Use best efforts to ensure that students:

- (a) comply with the relevant policies and procedures of **[Host Organisation]**
- (b) demonstrate high professional standards in terms of appearance, attitude and professional behaviour
- (c) complete required pre-placement conditions.

7.2 Communicate with, provide support to, and draw on the expertise of the placement educator.

7.2.1 Provide clear expectations to the **[Host Organisation]**, including but not limited to:

- (a) ensuring learning objectives for the placement and context of the placement in the broader education curriculum are accessible to the placement educator
- (b) clearly defining the student's scope of practice in order to ensure student participation in consumer support at levels that match their capability.

7.2.2 Provide assessment tools and processes, including but not being limited to:

- (a) ensuring placement educators have access to, knowledge of, and training in (if applicable) assessment tools and processes.

7.2.3 Provide placement educator support, including but not limited to:

- (a) clarifying any support available from **[Higher Education Provider]** for the placement educator (e.g. access to tools, resources, personnel).

7.3 Ensure all **[Higher Education Provider]** staff involved in the practice placement process are aware of, and abide by, the practice placement agreement.

7.4 Enable student access to appropriate training and/or support for adjustment to remote placements with specific cultural issues.

7.5 Ensure procedures and supporting processes are agreed to with **[Host Organisation]** for:

7.5.1 under-performing students; meeting welfare needs of students with personal or professional difficulties

7.5.2 Feedback and evaluation of the placement (including specification of what type of feedback is sought and how it will be used) by the:

- (a) student
- (b) placement facilitator and placement educator
- (c) **[Higher Education Provider]** and **[Host Organisation]**
- (d) consumer and/or carer.

7.6 Ensure the following are clarified in writing:

- (a) amount, nature and level of student supervision
- (b) the placement facilitator's and placement educator's role expectations
- (c) a student learning agreement for each student on placement.

8. Responsibilities of the Host Organisation

[Host Organisation] will:

8.1 Prepare for practice placements by ensuring that:

- (a) placement policy & procedures are in place
- (b) practice placement information is available to prospective HEPs and students.

8.2 Obtain consumer support by:

- (a) obtaining consumer consent in respect of each consumer that the student is likely to question, interview or otherwise engage with
- (b) ensuring that duty of care is balanced with dignity of risk (including the provision of clear expectations for ensure service delivery requirements are met).

8.3 Conduct day-to-day management of practice placement by:

- (a) contributing to the learning agreement for each student
- (b) providing each student with sufficient workplace orientation, including emergency procedures
- (c) providing corrective feedback to the student if required and reporting such to [Higher Education Provider] in a timely manner, and in a manner that is consistent with principles of confidentiality and privacy
- (d) ensuring that no staff member of the organisation will engage in counselling of students, but will refer such students to [Higher Education Provider]
- (e) enabling student access to:
 - consumers
 - facilities and equipment, relevant policies, procedures and opportunities for practical experience
 - an appropriate and safe physical environment.

8.4 Ensure [Host Organisation] staff involved in the practice placement process are aware of, and abide by, the practice placement agreement.

8.5 Ensure the placement educator is equipped to supervise the student by:

- (a) stating required core competencies
- (b) arranging appropriate training (if required) and adequate ongoing support
- (c) defining expectations, including statements of their role and responsibilities
- (d) supporting the placement educator to allocate enough time for core work and practice placement responsibilities.

8.6 Contribute to:

- (a) evaluation of the practice placement
- (b) clarification of the placement facilitator's and placement educator's role expectations.

C. TERMINATION TERMS AND PROCEDURES

Unless there is a breach to this Agreement, at least 6 weeks notice of termination will be provided in writing.

Any outstanding debts owed to [Host Organisation] by [Higher Education Provider] will be paid within one month of satisfactory written evidence of costs claimed being provided.

Either party may bring the breach of this Agreement to the attention of the other party (in writing) and, providing there is reasonable evidence that the breach has occurred, terminate this Agreement at any time.

D. WAIVER AND VARIATIONS TO THIS AGREEMENT

1. Waiver

A waiver of a provision of this Agreement or a right or remedy arising under this Agreement, including this clause, must be in writing and signed by the Party granting the waiver.

A waiver is only effective in the specific instance and for the specific purpose for which it is given.

2. Variation

This agreement may be varied at any time by an agreement in writing and signed by both parties.

This agreement may be varied at any time by an agreement in writing and signed by both parties.

SIGNED BY:

For the [Higher Education Provider]	For the [Host Organisation]
Signature:	Signature:
Full Name: (Print)	Full Name: (Print)
Title or position held in organisation:	Title or position held in organisation:
Date:	Date:
Witnessed by: (Signature)	Witnessed by: (Signature)
Full Name: (Print)	Full Name: (Print)

References

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http://www0.health.nsw.gov.au/resources/workforce/student_placement_agreeme_doc.asp

Health Workforce Australia 2012, *DRAFT National guidelines for clinical placement agreements*, Health Workforce Australia, Adelaide, 27 January 2013, http://www.hwa.gov.au/sites/uploads/CTR-guidelines-clinical-placement-agreements-20121031-1_0.pdf

Appendix 7. Prompt Sheet to Clarify Practice Placement Expectations

Prompt sheet for clarifying expectations for the practice placement		
Student Name:		Discipline:
Placement start:	Finish:	Days/hrs:
# Of co-located students:	Student : Educator ratio	Student learning partners
LEARNING OUTCOMES		LEARNING ACTIVITIES
<ul style="list-style-type: none"> ■ discipline specific learning outcomes ■ interprofessional learning outcomes 		<ul style="list-style-type: none"> ■ discipline specific learning activities ■ interprofessional learning activities
TASKS		
<ul style="list-style-type: none"> ■ service delivery 		<ul style="list-style-type: none"> ■ service development
PLACEMENT EDUCATOR		PLACEMENT FACILITATOR
role expectation (eg oversee, educate, assess)		
schedule for contact		
reasons for additional contact		
SUPPORT FOR PLACEMENT EDUCATOR		
<ul style="list-style-type: none"> ■ Practice Placement Guide ■ CMO Supervision 		<ul style="list-style-type: none"> ■ HEP briefing, ■ HEP personnel-identify
STUDENT SUPERVISION DETAILS		
<ul style="list-style-type: none"> ■ type and amount of supervision (line management, professional, academic) 		
<ul style="list-style-type: none"> ■ scheduling for CMO supervision 		<ul style="list-style-type: none"> ■ scheduling for HEP supervision
<ul style="list-style-type: none"> ■ professional supervision <ul style="list-style-type: none"> ■ qualification required: ■ provided by: ■ scheduling: 		

Appendix 8. Sample Practice Placement Policy and Procedure

1. Purpose and Scope

[insert organisation name] is committed to supporting practice placements for the development of an appropriately experienced and qualified professional community mental health sector workforce.

The purpose of this policy is to ensure practice placements at the organisation are guided by fair and consistent principles and sound administration so that there is a positive experience and outcome for both the student and [insert organisation name].

This policy applies to all staff and to all students on placement at [insert organisation name]. The policy encompasses but is not limited to:

- Student entry to practice placement
- Supervision and management of students on placement

This policy does not provide detailed guidance on:

- Human resources management – see the Human Resources Policy
- Workplace environment – see the Work Health and Safety Policy
- Privacy and confidentiality – see the Privacy and Confidentiality Policy
- Complaints handling – see the Feedback and Complaints Policy
- Volunteering – see the Volunteer Policy

2. Definitions

A **student** is an unpaid person undertaking an approved course of study which requires workplace practical experience.

An **approved course of study** leads to a recognised qualification in the health and/or community sector.

3. Principles

[insert organisation name] is committed to providing an environment for students that is safe, conducive to learning, values the contribution of the student, and is in line with current strategic objectives and organisational priorities.

[insert organisation name] ensures that students on placement are provided with opportunities to undertake activities which provide them with relevant workplace training aligned with their current educational requirements.

Students on placement are not substitutes for paid staff members: they are supernumerary and will be adequately supported and supervised.

[insert organisation name] provides an equitable, safe and encouraging workplace environment.

4. Outcomes

Practice placements are consistent with the objectives of a student's course as well as adding value to the work of the organisation.

Students on placement are supported to achieve their educational outcomes and will be provided with relevant workplace training and experience for their professional development.

[insert organisation name] maintains links with appropriate academic institutions and courses which reflect our organisation's guiding principles.

5. Functions and Delegations

Position	Task/Delegation
Board of Directors	<ul style="list-style-type: none"> ■ Endorse Practice Placement Policy. ■ Ensure compliance with relevant legislation. ■ Be aware of practice placements and how the placement aligns with the organisation's strategic plan.
Management	<ul style="list-style-type: none"> ■ Compliance with the Practice placement Policy and relevant legislation. <p>CEO/Manager</p> <ul style="list-style-type: none"> ■ Ensure a Practice Placement Agreement with relevant Higher Education Providers is in place, monitored and reviewed ■ Ensure the placement educator is equipped to supervise the student by: <ul style="list-style-type: none"> (f) stating required core competencies (g) arranging appropriate training (if required) and adequate, ongoing support (h) defining expectations, including statement of their role and responsibilities (i) supporting the placement educator to allocate enough time for core work and practice placement responsibilities. ■ Ensure [insert organisation name] practice placement capacity is identified 6-12 months in advance <p>Line Manager</p> <ul style="list-style-type: none"> ■ Ensure the placement coordinator allocates enough time for core work and practice placement coordination responsibilities ■ Responsible for making final decisions in regard to the placement educator's capacity for practice placements (e.g. number of students, hours of attendance, length of placement)
Placement Coordinator	<ul style="list-style-type: none"> ■ Obtain written evidence that the Education Provider has current insurance policies ■ Ensure practice placement information is available to prospective HEPs and students ■ Ensure all [insert organisation name] staff involved in the practice placement process are aware of, and abide by, the practice placement agreement ■ Ensure [insert organisation name] contributes to: <ul style="list-style-type: none"> (a) evaluation of the practice placement (b) clarification of the placement facilitator's and placement educator's role expectations ■ Liaise with the Placement Educators to determine practice placement capacity 6-12 months in advance

Position	Task/Delegation
Placement Educator	<ul style="list-style-type: none"> ■ Allocate time for practice placements at least 6-12 months in advance and, following approval from line manager, inform the Placement Coordinator of capacity ■ Day-to-day management of practice placement: <ul style="list-style-type: none"> (a) contribute to the learning agreement for each student (b) orientation, including emergency procedures (c) provide corrective feedback to the student if required and report such to the Education Provider (d) will not engage in counselling of students, but will refer such students to the Education Provider (e) enable student access to: <ul style="list-style-type: none"> ▸ consumers ▸ facilities and equipment, relevant policies, procedures and opportunities for practical experience ▸ an appropriate and safe physical environment (f) provide consumer support by: <ul style="list-style-type: none"> ▸ obtaining consumer consent ▸ ensuring that duty of care is balanced with dignity of risk (including the provision of clear expectations for ensure service delivery requirements are met).
All staff	<ul style="list-style-type: none"> ■ Identify possible placement activities ■ Liaise with the Placement Coordinator and Placement Educator ■ Support the supervision of practice placements when required i.e. in absence of the placement educator. ■ Participate in continuous quality improvement initiatives to review this policy and supporting documents ■ If applicable, be aware of, and abide by, the practice placement agreement
Student	<ul style="list-style-type: none"> ■ Comply with Practice Placement Policy, other [insert organisation name] policies and procedures, and relevant legislation ■ Agree to and sign a Student Agreement (Where the academic institution does not provide a document outlining the learning goals and outcomes, the organisation will provide a section in the Student Agreement) ■ Sign and adhere to the [insert organisation name] Code of Conduct ■ Understand and comply with policy and procedures of the Education Provider that relate to practice placement

6. Risk Management

Relevant screening checks, such as [state which apply: referee checks, criminal record check, working with children check/declaration, immunisation] will be carried out prior to commencement of the practice placement.

The higher education provider with which the student is studying will sign the Practice Placement Agreement, which has provisions for insurance and indemnity.

Students undertaking placements will be involved in activities that align with their learning goals.

A staff member with relevant supervision skills will supervise students.

Expectations of the placement from the student, education provider and [insert organisation name] will be made clear at the outset, as will the process by which the practice placement may cease.

7. Policy Implementation

This policy is developed in consultation with higher education providers, employees and consumers and is approved by the Board of Directors. All employees, and students on placement are responsible for understanding and adhering to this policy. Implementation issues may be raised when required at the Human Resources item of staff meetings.

8. Policy Detail

8.1 Practice Placement Agreement

Prior to accepting any students for practice placement, the higher education provider and [insert organisation name] will enter into a *Practice Placement Agreement* which specifies terms, conditions and areas of responsibility and engagement between them.

8.2 Legal Responsibilities

[insert organisation name] requires all staff and students on placement to contribute to a safe work environment, free from discrimination. All staff and students must comply with relevant legislation including:

- ▶ Age Discrimination Act 2004 (Commonwealth)
- ▶ Anti-Discrimination Act 1977 (NSW)
- ▶ Disability Discrimination Act 1992 (Commonwealth)
- ▶ Human Rights and Equal Opportunity Commission Act 1996 (Commonwealth)
- ▶ Racial Discrimination Act 1975 (Commonwealth)
- ▶ Sex Discrimination Act 1984 (Commonwealth)
- ▶ Work Health and Safety Act 2011 (NSW)

All students on placement must sign and adhere to the *Confidentiality Agreement* and the *Code of Conduct*.

Where incidents of discrimination are suspected or identified, the placement educator must notify the student's academic liaison person. The *Feedback and Complaints Policy* and related procedures must also be followed.

8.3 Role of Academic Liaison

Most academic institutions have a liaison person to provide a bridge between students and the organisation. [insert organisation name] will utilise this position to assist when necessary with a range of issues including:

- ▶ development of a clear learning agreement
- ▶ clarification of issues in relation to the evaluation, assessment and supervision of the student
- ▶ resolving difficulties that may occur during placement
- ▶ general problem solving on matters related to the student's placement.

8.4 Insurance

[insert organisation name] will choose academic institutions which provide insurance coverage for students on placement. In the case of negligence, this would be decided by a court of law.

Students will not be permitted to use their personal vehicle for **[insert organisation name]** activities, nor will they be permitted to drive a **[insert organisation name]** vehicle unless adequate insurance coverage is in place.

8.5 Remuneration

There is no remuneration for students on practice placement.

Reimbursement of personal expenses for practice placements will occur only if approved in writing by the placement educator in advance of expenditure. Travel expenses to and from the workplace and home are not reimbursable.

8.6 Informing students and higher education providers of placement opportunities

[insert organisation name] provides an overview of the organisation and potential practice placement activities to higher education providers and students.

8.7 Ascertaining practice placement capacity

The Placement Coordinator will:

- ▶ liaise with the Placement Educators to determine practice placement capacity 6-12 months in advance of placement opportunities
- ▶ make realistic commitments about the number and length of practice placements that can be offered at any one time and over the course of a calendar year.

There may be occasions on which **[insert organisation name]** is asked to provide a practice placement at short notice. The Placement Coordinator may approach the Placement Educator to ascertain capacity.

The Line Manager is responsible for making final decisions in regard to the placement educator's capacity for practice placements (e.g. number of students, hours of attendance, length of placement).

8.8 Applications for student entry to practice placement

[insert organisation name] will accept expressions of interest for practice placement from:

- ▶ Higher Education Providers on behalf of students
- ▶ students directly
- ▶ other approved entry pathways

8.9 Student Requirements

Potential practice placement candidates are required to provide **[insert organisation name]** with: evidence that all pre-placement conditions are fulfilled [*state which apply: referee checks, criminal record check, Working with Children check/declaration, immunisation*]

- ▶ contact details for the higher education provider's liaison person
- ▶ evidence of their capability (e.g. scope of practice from course coordinator)
- ▶ proof of identification
- ▶ an indication of how they envisage learning outcomes will be met
- ▶ name and contact details of two referees if asked to do so
- ▶ curriculum vitae *if asked to do so.*

8.10 Student Selection

The decision to accept a particular student for placement rests with [insert organisation name].

[insert organisation name] may accept students from an educational institution providing there is sufficient evidence that all pre-placement conditions have been met. Where demand is greater than [insert organisation name]'s capacity to provide practice placements, and/or at [insert organisation name]'s discretion, further selection processes may apply.

These include:

- review of curriculum vitae
- student interview with [insert organisation name] placement coordinator.
- reference checks.

The selection of a student is based on the student's potential to undertake tasks that are consistent with progressing the organisation's objectives, and at the same time provide relevant training for the student's course of study.

8.11 Orientation

All students must complete orientation at the beginning of the placement.

The placement coordinator will ensure:

- all relevant tasks are undertaken in accordance with the *Practice Placement Orientation Checklist*
- the *Confidentiality Agreement*, *Code of Conduct* and *Student Agreement* are signed during orientation (and a copy of each provided to the student)
- students are aware of all policies and procedures relevant to their placement
- suitable resources and equipment/office space is available for the student on commencement of placement
- student feedback is sought on the orientation process.

8.12 Student Documentation

Practice placement documentation will be filed in the appropriate student file on the secure human resources drive and/ or a locked and secure filing cabinet.

8.13 Placement educator

The placement educator is the primary contact for the student when on-site.

The placement educator ensures that:

- mechanisms are in place to enable tailored learning goals for the student
- discipline-specific and interprofessional learning opportunities are provided
- environmental adjustments are implemented as required
- student progress is monitored during placement and regular supervision is provided
- students on placement are encouraged and supported to be part of the team: this may include participation in staff meetings, events and training.

If unable to provide supervision (due to external meetings, sick or holiday leave, for example), the placement educator will ensure the student has adequate supervision from other staff. If this is unavailable the student will be informed as soon as possible and alternative arrangements will be made.

Other details of placement support should be noted in the *Student Agreement*.

8.14 Resolving Difficulties on Placement

If there are problems arising from a student's performance or behaviour on placement, these should be managed as specified in the *Student Agreement*.

[insert organisation name] will provide corrective feedback to students when needed, and report to the academic liaison person when appropriate.

Students experiencing personal issues will not be provided with counselling by [insert organisation name], but will be referred to the academic liaison person who will arrange for pastoral care and counselling if required.

If the student is experiencing difficulties with the placement educator or any member of staff, s/he should inform the academic liaison person and follow the *Dispute Resolution Procedure*.

8.15 Variation or Cancellation of Placement

The placement may be altered or cancelled at any time by the student, higher education provider or [insert organisation name].

[insert organisation name] will have a valid reason for altering or cancelling the placement.

(a) Variation of Placement

Any variation may be discussed between relevant parties, noted on the *Student Agreement*, with the variation signed by both parties. The student and placement educator will ascertain the need to inform the academic liaison.

(b) Termination of Placement

The placement will be terminated in the event that the student breaches the *Code of Conduct*, *Student Agreement*, or [insert organisation name] policies.

The placement educator will inform the student and academic liaison person as soon as possible if cancellation of the placement is to occur. A letter will be provided to inform of the reasons for cancellation of placement.

The student should inform the academic liaison person and the placement educator as soon as possible if they wish to cancel their placement.

If the academic liaison person initiates cancellation, they will inform the student and the placement educator. [insert organisation name] will confirm the cancellation of placement in writing with the academic liaison person.

The student may appeal a decision for the cessation of the agreement by notifying [insert position] in writing. The educational institution and [insert organisation name] will consider such an appeal; consideration will occur between the educational institution and [insert organisation name]. After further consideration, the final decision rests with [insert organisation name].

Documentation regarding cancellation of placement by any party will be filed in the human resources drive and/or a locked and secure filing cabinet.

8.16 Completion of Placement

A final supervision session will be held between the placement educator and student.

The student should complete a *Practice Placement Evaluation Form*, which will be stored in the student file on the human resources drive and/or a locked and secure filing cabinet. This completed evaluation form will be provided to the [relevant position] or an alternative appointed staff member at the completion of the placement.

Any anecdotal or other feedback supplied from the student or academic liaison should be noted by the placement educator for evaluation. The completed evaluation forms will then be used to review the Practice Placement Policy documents and the practice placement program.

9. References

9.1 Internal

Code of Conduct
Feedback and Complaints Policy
Practice Placement Agreement
Practice Placement Orientation Checklist
Practice Placement Evaluation
Student Agreement

9.2 External

Legislation

- ▶ Age Discrimination Act 2004 (Commonwealth)
- ▶ Anti-Discrimination Act 1977 (NSW)
- ▶ Disability Discrimination Act 1992 (Commonwealth)
- ▶ Human Rights and Equal Opportunity Commission Act 1996 (Commonwealth)
- ▶ Racial Discrimination Act 1975 (Commonwealth)
- ▶ Sex Discrimination Act 1984 (Commonwealth)
- ▶ Work Health and Safety Act 2011 (Commonwealth)
- ▶ Work Health and Safety Regulations (NSW – due 2012)

Resources

- NSW Health, 2006, *Drug and Alcohol Clinical Supervision Guidelines*, NSW Health, Sydney.
- NSW Industrial Relations website www.industrialrelations.nsw.gov.au
- Workcover NSW 2004, *The Community Services Safety Pack: A Guide to Occupational Health & Safety*, Workcover NSW, Gosford.
- Workcover Authority of NSW website www.workcover.nsw.gov.au
- New South Wales Association of Drug and Alcohol Agencies (NADA) 2010, *Student Placement Policy and Procedures*³⁰.
- MHCC 2013, *Student Placement Policy and Student Placement Procedure*. Policy Resource³¹.

30 New South Wales Association of Drug and Alcohol Agencies NADA 2010. *Policy Toolkit*. viewed February 2013, <http://www.nada.org.au/resources/nadapublications/resourcestoolkits/nada-policy-toolkit/>

31 Mental Health Coordinating Council 2013a, *MHCC Organisation Builder - Policy Resource*, MHCC, Sydney, viewed 24 February 2013, <http://mob.mhcc.org.au/home.aspx>

Appendix 9. About the Placement Educator

Role of the placement educator

The placement educator adopts a number of roles such as educator, mentor, facilitator and evaluator, and s/he is expected to provide a complex balance of ³²:

- clinical/professional/operational/cultural supervision
- teaching
- mentoring
- assessment and evaluation including managing struggling students
- peer support
- collaboration
- negotiation
- balancing management of workload and supervisory role.

A placement educator demonstrates his/her efficacy in the following ways:

- displaying interest in student learning
- treating the student as an individual
- recognising the student's stage of learning
- establishing a learning environment
- understanding the students learning needs
- establishing learning goals with the student
- including the student in the team
- explaining what is being done and why
- demonstrating practice-relevant techniques and skills
- balancing practice with educational work
- applying evidence-based practice
- enabling the student to problem solve
- providing regular feedback to the student.

Characteristics of the placement educator

Characteristics of an effective Placement Educator may include³³:

- availability
- consistency
- honesty
- professionalism
- assertiveness
- effective communication
- resourcefulness
- reliability
- empathy
- flexibility.

³² Adapted from Rodger et al. 2008 cited in The Werry Centre 2012, p.7.

³³ Adapted from Anderson 2011, Price 2004 & Smith 2005 cited in The Werry Centre 2012, p.8.

Appendix 10. Sample Student Interview Questions

What led you to choose the [type of] profession?

What particular areas are you focusing on professionally?

What do you know about [organisation name]?

What interests you about our consumers?

What do you hope to learn here?

What can you bring to the mental health sector? and to [organisation name]?

Tell us about your previous work, volunteer and/or practice placement experiences.

What are you looking for in a placement educator?

Describe your learning style - what's the most enjoyable way for you to learn?

What are you looking for in regard to supervision?

Tell me of a time you worked well as a part of a team.

Tell me of a time when you experienced a stressful situation. How did you take care of yourself?

Do you have any personal experience with the issues we address at [organisation name] that may influence your interaction with consumers?

Appendix 11. Sample Practice Placement Orientation Checklist

The following checklist has been designed for use with new students on practice placement at [insert organisation name].

It is the responsibility of the placement coordinator to ensure the induction can take place, including arranging the necessary resources and organising meetings.

It is the responsibility of the new student to complete the checklist and return it to the placement coordinator one month after the start of placement. The placement coordinator will be available to support the student to complete the checklist and answer any questions.

Student's name: _____ Start date: _____

Prior to start date - to be completed by [insert position, e.g. Placement Coordinator]

- Student is advised of location of premises, date and time of commencement
- Desk/phone arranged (with number allocated if available) if needed
- Computer arranged (including access to relevant drives) if needed
- Login details set up if needed
- Ergonomic workstation established
- Basic stationery supplies arranged
- Student Induction Pack* prepared (see below for more details)
- Name added to contact list and name board at entrance
- Meetings arranged with relevant staff for first week
- Arrange access card or codes arranged at the premises if required

First day - to be completed with student

- Greeted by placement coordinator and/or placement educator
- Tour of premises
- Instruction on entry and exit procedures (alarm details not provided)
- Student given any access cards or codes required for sufficient access to the premises in the expected normal placement hours
- Use of equipment (photocopier/scanner, etc.) demonstrated
- Use of communications (phone, email, fax, e-calendar, computer file system)
- Location of policies and procedures and explanation of organisational structure
- Emergency contact numbers supplied
- Work Health and Safety (WHS) orientation (including location of first aid box)
- Student receives a *Student Induction Pack* that includes:
 - Code of Conduct *for signing on first day*
 - Confidentiality Agreement *for signing on first day*
 - Student Agreement *for signing on first day*
- How to access latest Annual Report, Strategic Plan and Constitution
- Statement of Consumer and Carer Rights and Responsibilities
- Information about Recovery-Oriented Supports
- How to access relevant policies and procedures

First few days:

- Learning outcomes and activities established by:
 - educational institution or
 - [insert organisation]
- Legal obligations discussed (WHS, discrimination, sexual harassment, privacy, code of conduct)
- Meeting with senior manager and/or CEO (vision, governance, structures)
- Meeting with staff to discuss student projects/programs
- Clarify position role and responsibilities
- Learning plan developed in collaboration with placement educator
- Regular meetings with placement educator established
- Procedure for booking car pool vehicle, meeting rooms and shared equipment explained

Orientation Feedback

- Orientation Feedback Form completed

Student comments:

This is to certify that the above items have taken place or been discussed with the placement coordinator and/or placement educator.

Student's name: _____

Signature: _____ Date: _____

Placement educator/ coordinator name: _____

Signature: _____ Date: _____

Appendix 12. Tips for Students

Overall approach

- Enjoy
- Be creative
- Be curious
- Be highly engaged – participate!

Before starting the placement:

- Get your placement forms to us by the due date
- Be familiar with your professional code of conduct, your assessment documentation, learning outcomes, and any other expectations from your educational institution
- Work out your transport arrangements
- Contact us in advance to discuss details such as working hours, dress code, car parking

Procedural

- Allow plenty of time to travel and get to work (especially on the first day)
- Make sure you complete all forms and all parts of the orientation programme
- Remember, confidential means confidential
- Always be on time or early

Interpersonal

- Treat everyone respectfully
- Engage staff and ask about their professional experiences
- Show mutual respect for opinions, ideas, beliefs and time
- Make sure you understand the placement educator's expectations

Consumers

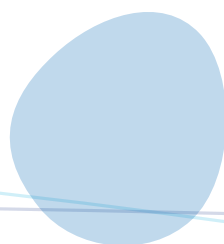
- Find out about recovery oriented approaches to consumer/client support
- Get to know consumers
- Learn as much as you can from our consumers' lived experience

Knowledge and skills

- We value the knowledge and skills you bring to our organisation
- We don't expect you to know everything
- Don't be scared to admit when you don't know something
- Use your skills, knowledge and interests

Learning and mistakes

- How you respond to, and learn from your mistakes is very important
- Ask for help when you need it
- Expect honest, constructive feedback from the placement educator/ other staff
- Reflect on your experiences; keep a reflective diary





Difficulties

- Discuss any concerns with the placement educator and/or staff as soon as they arise
- If the practice placement is difficult for you for any reason, let us know as soon as possible. If this is uncomfortable for you, talk to your academic supervisor

Suggestions

- If you have suggestions as to how we can do things better, let us know
- Let us know if you see any learning opportunities we haven't thought of yet

“Down” time

- In “down” time, think of other ways you can meet your learning outcomes and ask staff what you can do to help them

Appendix 13. Sample Student Agreement

STUDENT AGREEMENT

The Student Agreement allows [insert organisation name], and the student to mutually agree to expectations and obligations for the duration of the placement.

<i>Student Details</i>		
Student Name:	Phone:	
Address:	Email:	
HEP:	Course Name:	
ORIGINAL DOCUMENTATION SEEN AND COPIES TAKEN		
<input type="checkbox"/> Student ID (state type) <input type="checkbox"/> Police Check <input type="checkbox"/> [other - eg immunisation]		
PLACEMENT DETAILS		
Placement length:	Start date:	Finish date:
Location, days, and times of placement:		
PLACEMENT EDUCATOR		
Name:	Phone:	Email:
Placement Educator Role: <input type="checkbox"/> Oversee <input type="checkbox"/> Educate <input type="checkbox"/> Assess		
Schedule for supervision:		
Focus of feedback:		
Student will prepare by bringing ...		
Placement Educator will prepare by ...		
PLACEMENT FACILITATOR		
Name:	Phone:	Email:
Placement Facilitator Role: <input type="checkbox"/> Oversee <input type="checkbox"/> Educate <input type="checkbox"/> Assess		
Schedule for contact:		
Reasons for additional contact:		

1. STUDENT COMMITMENT (TERMS OF THE AGREEMENT)

I, [name of Student], the Student, agree to:

- Complete all parts of the [insert organisation name] orientation
- Attend [insert organisation name] at the agreed days and times
- Notify the **Placement Educator** when unable to attend these agreed days / times, via [insert the preferred method of contact].
- Advise the **Placement Educator** of any known medical factors including medication or treatment that may affect my ability to carry out my activities [attach relevant details].
- Treat everyone at [insert organisation name] respectfully
- Work towards meeting my learning outcomes (see **Attachment 1**, page 55)
- Keep relevant information private and confidential at all times
 - Sign a confidentiality agreement
 - Only do the following if authorised in writing to do so:
 - read a consumer file
 - discuss consumer information
 - ask a consumer about their mental health
 - take a photograph of a consumer
 - record a conversation with a consumer.
- Bring to the **Placement Educator** any information relating to risk (either to a consumer, client, another person or the organisation) that comes to my attention
- Use any “down” time to consider more ways to meet learning outcomes while at [insert organisation name], engage staff and ask about their professional experiences
- Comply with an appropriate dress code [insert] at all times
- Sign and abide by the [insert organisation name] *Code of Conduct*
- Refrain from offering treatment/advice to consumers/clients unless authorised in writing to do so
- Be aware of and adhere to all relevant organisational policies and procedures
- Inform the **Placement Educator, Placement Coordinator, Academic Supervisor** and/or Placement Facilitator if I am experiencing any problems during the practice placement
- Follow the reasonable direction of [insert organisation name] staff.
- Be punctual in attendance at all activities at all times.
- Expect honest constructive feedback from the placement educator / other staff
- Show mutual respect of opinions, ideas, beliefs and time
- In regard to supervision with the **Placement Educator**, I agree to:
 - uphold ethical guidelines and professional standards
 - build a working relationship with the placement educator
 - organise and attend supervision meetings
 - work with the **Placement Educator** to review my development goals
 - be open to reflection, change, and to consideration of alternative methods of practice
 - prepare for the sessions as contracted
 - complete the work tasks that we agree to each session
 - use supervision to build my confidence and professional skills
 - express my experience, thoughts and feelings about supervision.
- [Additional obligations]

2. PROCEDURAL CONSIDERATIONS

Supervision sessions

The student's written notes, informal reflections, relationships and progress on learning outcomes will be reviewed in supervision sessions.

It is understood that important and seminal issues experienced in the practice placement will be raised and addressed in supervision. Failure to raise such issues in a reasonable time frame will be considered a breach of this agreement.

Review of agreement

This agreement is subject to revision at any time upon request by either Placement Educator or the Student, and with changes approved in writing by [insert position].

Breach of agreement

This agreement will be terminated immediately upon breach by the student of any of the terms of the agreement.

[insert organisation name] will inform the student's educational institution of any such breach and of the cessation of the agreement.

The student may appeal a decision for the cessation of the agreement. The educational institution and [insert organisation name] will consider such an appeal; consideration will occur between the educational institution and [insert organisation name]. After further consideration, the final decision rests with [insert organisation name].

[insert organisation name] Representative (name) _____

Signature _____ Date: _____

Student _____ Date: _____

This agreement is in effect from / / to / /

ATTACHMENT 1. LEARNING DETAILS

This attachment is used if the HEP has not provided written learning outcomes and/or to clarify learning outcomes with the HEP and student. It may be replaced by the HEP's learning outcomes documentation.

<i>Student learning partners</i>		
LEARNING OUTCOMES, ACTIVITIES AND ASSESSMENT		
Discipline specific		
Learning outcomes	Learning activities	Assessment method
■	■	■
INTERPROFESSIONAL		
Learning outcomes	Learning activities	Assessment method
■	■	■

Appendix 14. Proposed Competencies for Collaborative Practice³⁴

- Cooperating and communicating between professions and between agencies
- Recognising and observing the constraints of one's roles, responsibilities and competence yet perceiving needs in a wider context
- Providing assessments of consumer need on which other professions can act
- Using formal and informal networks
- Managing confidentiality between professions and between agencies
- Negotiating working agreements with other professions and between agencies
- Coordinating a team and conducting interprofessional meetings
- Ensuring that your professional point of view is heard
- Conveying agency policies
- Adapting to unilateral change by another profession or agency
- Coping with conflict
- Contributing to the development and knowledge of other professions
- Contributing to joint service planning, implementation, monitoring and review
- Evaluating another practitioner's assessment
- Describing one's roles and responsibilities clearly to other professions and discharging them to the satisfaction of those others
- Recognising and respecting the roles, responsibilities and competence of other professions in relation to one's own, knowing when, where and how to involve these others through agreed channels
- Working with other professions to review services, effect change, improve standards, solve problems and resolve conflict in the provision of care and support
- Working with other professions to assess, plan, provide and review care and support for individual consumers and carers
- Tolerating differences, misunderstandings, ambiguities, shortcomings and unilateral change in another profession
- Entering into interdependent relationships, teaching and sustaining other professions and learning from and being sustained by those other professions
- Facilitating interprofessional case conferences, meetings, team working and networking

³⁴ adapted from Barr et al. 2005 in Nisbet et al 2011, p.28.

Appendix 15. Practice Placement Evaluation Form

To help [insert organisation name] improve and develop our practice placement program we would like you to complete the following evaluation. This is a valuable tool for us and will assist in the planning and preparation for future programs.

Student Name: _____

Education Provider: _____

Course: _____

Dates & hours of placement: _____

How would you rate your practice placement experience: (Please tick the appropriate box)	EXCELLENT	GOOD	FAIR	POOR
OVERALL EXPERIENCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-placement Information:				
■ Clarity of organisation's expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Materials for placement preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Individual contact by telephone, email or in person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orientation & Induction:				
■ Completion of formal induction & orientation process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Standard of formal induction & orientation process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Clarity and accessibility of policies & procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities:				
■ Appropriateness to your level of skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Degree of hands on experience provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Variety of tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Time allocation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervision:				
■ Availability of placement educator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Approachability and supportiveness of placement educator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Regularity of supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Standard of supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Support from staff other than placement educator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performance Evaluation:				
■ Provision of professional and appropriate feedback by placement educator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Appropriateness of timing and venues for feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
■ Opportunity to discuss feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LEARNING EXPERIENCES

1. My goals and objectives were / were not met
2. I experienced interprofessional learning opportunities such as ...
3. What was the most enjoyable part of the placement?
4. What were the two most useful things you gained out of the placement?
5. What was the least enjoyable aspect of the placement?

HOW [insert organisation name] COULD IMPROVE PRACTICE PLACEMENTS

1. Have you any suggestions about how your placement experience could have been improved?
2. Are there any additional resources, information needs or activities you think would improve future placement experiences for students at [insert organisation name]?

ADDITIONAL COMMENTS

Please note any additional comments which may be of value in reviewing the [insert organisation name] Practice Placement Program.

THANK YOU FOR YOUR FEEDBACK

FOR OFFICE USE ONLY

[insert organisation name] Follow Up Required Yes No

Action:

Initiated:

Appendix 16. About Qualifications

AQF QUALIFICATION TYPES AND LEVELS³⁵

	Level 1	Level 2	Level 3	Level 4	Level 5
Qualification Type	<ul style="list-style-type: none"> ■ Certificate I 	<ul style="list-style-type: none"> ■ Certificate II 	<ul style="list-style-type: none"> ■ Certificate III 	<ul style="list-style-type: none"> ■ Certificate IV 	<ul style="list-style-type: none"> ■ Diploma
Summary	Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning	Graduates at this level will have specialised knowledge and skills for skilled /para-professional work and/or further learning

	Level 6	Level 7	Level 8	Level 9	Level 10
Qualification Type	<ul style="list-style-type: none"> ■ Advanced Diploma ■ Associate Diploma 	<ul style="list-style-type: none"> ■ Bachelor Degree 	<ul style="list-style-type: none"> ■ Bachelor Honours ■ Degree ■ Graducate Certificate ■ Graduate Diploma 	<ul style="list-style-type: none"> ■ Masters Degree 	<ul style="list-style-type: none"> ■ Doctoral Degree
Summary	Graduates at this level will have broad knowledge and skills for para-professional/ highly skilled work and/or further learning	Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning	Graduates at this level will have advanced knowledge and skills for professional highly skilled work and/or further learning	Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning	Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice

35 Australian Qualifications Framework Council 2013, *Australian Qualifications Framework (2nd edition)*, AQFC, Adelaide, p.18, viewed 26 March 2013, <http://www.aqf.edu.au/Portals/0/Documents/2013%20docs/AQF%202nd%20Edition%20January%202013.pdf>

Appendix 17. Guidance for the Placement Educator

Placement educator training and support

If you are new to offering practice placements or would like to refresh your supervision skills and / or access training, let your line manager know.

Ensure that strategies and systems are in place to assist you to manage the everyday needs of a student, including managing challenging situations. Supervision may be the place to identify your professional development needs in relation to practice placements.

Before the placement

Prepare thoroughly for the student's arrival. (See [Appendix 11](#) for the orientation checklist) Don't forget that the student must provide you with evidence that they meet pre-placement conditions prior to the commencement of the placement.

Direct the student to any web-based and other material available about the CMO, its programs and practice placement.

If the student attends an interview or pre-placement visit to the CMO arrange to meet the student. Encourage the student to be adequately prepared for the placement (e.g. via the workplace orientation), and equipped with a range of learning strategies to help them learn how to reflect on their practice.

Prepare and discuss potential learning goals and plans.

During the placement³⁶

Manage your student

Support your student to make a valuable contribution to by:

- together, developing a project or task schedule and a method to track progress
- setting challenging and achievable objectives
- explaining how projects/ tasks relate to the CMO's strategic goals
- gradually increasing the complexity and responsibility of tasks
- encouraging the student to suggest better ways of doing things, provide you with a new perspective, ask questions and approach you with any problems
- reviewing progress at least weekly³⁷
- scheduling and attending meetings and supervision sessions with the student
- being generous with your praise.

Assessment

Encourage the student to consider how assessment material can be generated which relates to learning activities and HEP requirements, such as:

- a portfolio
- observation of professional practice
- recording and reporting
- written reports
- reflective records
- case studies

³⁶ See Appendix 17A.

³⁷ See Appendix 17B.

- peer discussion
- oral presentation
- other (please specify).

Determine who will be involved in Formative (ongoing) and Summative (final) assessment, e.g.:

- Manager
- Placement educator
- Consumers and carers
- Senior professional staff as a group
- HEP Placement Facilitator
- Team staff
- Other (specify).

Troubleshooting

Problems may arise during placement, such as³⁸:

- The student is unable to complete the work required of them.
 - Confirm that the student understands the task and has the necessary skills and capabilities to execute it
 - Ensure the student is equipped with all information and equipment necessary to complete the task
 - Check that the student is working on tasks in order of priority
 - Ensure the student listens to instructions
 - Ascertain whether the student has been allocated extra tasks by other members of staff
 - Assess timeframes in accordance with the students capabilities
- The student appears unwilling to complete the work required of them.
 - Determine whether there is a reason the student is unable to complete the work
 - Assess whether the student is being challenged enough by the tasks allocated to them
 - Take care not to confuse inhibition with lack of motivation
 - Ask the student if they are experiencing any other difficulties in relation to and extraneous from the placement.
- The student is late or absent.
 - Explain to the student that his/her behaviour/lateness is not acceptable and that s/he will have to be on time in future if the placement is to continue. If it happens again, inform the HEP
 - If the student is absent without notification, please inform xxx at the HEP immediately
- The student is injured during the placement.
 - Ensure the student receives appropriate medical attention and notify [xxx on ph. xxx] so they can deal with insurance matters

38 University of South Australia Career Services 2010, *Work Placement Scheme: Host Organisation Resource Kit*, University of South Australia, Adelaide, p.10, viewed 17 March 2013, http://w3.unisa.edu.au/cil/current/placements/WPS_Host_Organisation_eResource_Kit.pdf

Student Supervision

Effective supervision of a student is an ongoing core process that enables assessment of performance and development, and it is required to achieve learning objectives³⁹.

The supervision process should not only take place in an informal manner, but also in a formal / systematic manner.

- Informal supervision takes place on an ad-hoc basis and during activities. It provides opportunities to identify and address any factors influencing the performance and decision making processes.
- Formal supervision sessions should be regularly scheduled. Formal supervision provides an opportunity to discuss the student's progress and performance, as well as encourage reflective practice.

Student supervision should consist of two main elements: Facilitation and Coaching.

- Facilitation enables, acknowledges and actively encourages areas of high performance and motivation.
- Coaching suggests ways to extend learning opportunities and provides opportunities for assessment.

Encouraging Reflective Practice⁴⁰

A key practice placement education task, along with integration of theory and practice, is the development of reflective practice. Reflective learning is seen as imperative to the development of competent practitioners and emphasises the need for health professionals to incorporate reflection into everyday work practices and supervisory sessions⁴¹.

Reflection-in-action is defined by Schön (1987⁴²) and Mandy (1989) as the ability of professionals to 'think what they are doing while they are doing it'. It is proposed that this as a key skill and asserted that the only way to manage the unexpected and new situations which arise in professional practice is through the ability to think on one's feet, and apply previous experience to new situations. This is essential work of any professional, and requires the capability of reflection-in-action.

It is a process that enables a person to examine the history, experience, values, knowledge, and cultural reference points they bring to an interaction and how these may impact on how they manage and perceive the same interaction from three dimensions of reflective thought: descriptive, comparative, and critical.

Reflective practice:

- reflects on or learns from an experience
- takes place during or after practice/experiences
- consciously reflects back on the knowledge influencing decisions made at the time
- stimulates to move away from 'just doing things' to critically reflect on the practice and raising consciousness during practice
- is a process which empowers individuals to become acutely aware of their own knowledge and actions
- is goal directed whereby feelings and thoughts are related to each other and are interactive
- is a process whereby the individual is in control. Only they know what is going on in their mind and what feelings/reactions they are experiencing.

39 Morton-Cooper & Palmer 2003, in The Werry Centre 2012, p.10.

40 The Werry Centre 2012, pp.10-11; MHCC 2012, p. xi.

41 Atkins & Murphy 1993; Boud, Keogh, & Walker 2005; Driscoll 1994; Johns 1993, in The Werry Centre 2012, pp.10-11.

42 in MHCC 2012, p xi.

- may act as a catalyst for change
- should also focus on the positive aspects of practice with an emphasis on retaining this.

By using reflective practice the student:

- can learn to think about experiences, decisions made or actions take
- enhances their practice through including new information/knowledge
- is encouraged to look beyond the illness and treatment issues
- is encouraged to reflect more broadly on life, values, relationships etc.
- is assisted to consider the broader human, social and political issues influencing their practice
- is supported to link theory to practice (Teasdale, 1996⁴³). However it could also emphasise the gap between theory and practice in some areas.

It is demonstrated that reflective practitioners are more effective in their work. When the practitioner is able to reflect in times of their distress, an opportunity is created to help or assist service users because the practitioner has an improved understanding of the service user's experience. The Placement educator is responsible for assisting students (and other staff) to develop the skill of reflective practice.

Strategies⁴⁴

Reflective practice requires critical reflection which cannot be hurried. It demands both concentration and organisation. Often it takes place at an informal level e.g. thinking about events whilst having a break or on the way home, and also more formally during debriefs. It requires structured time within a quiet and safe/supportive environment in order to write and review personal, professional and supervision documentation, clinical notes and audio-visual media.

The following strategies may encourage reflective practice:

- Reflective practice journals, significant events, reflective writing exercises and reflective summaries can stimulate memory and introspection. These reflections “may also provide evidence of the vital link between theory and practice”.
- Role-model reflective practice: Verbalise and explain decisions made. Keep a reflective journal and share an excerpt with students. Demonstrate a collaborative work environment by reflecting with colleagues.
- Encourage questioning. Keep an open mind and use active listening techniques.
- View a situation or critical incident from various perspectives. Compare and contrast the similarities and differences of perceptions.
- Ask “what if?” Hypothesise and synthesise. Test ideas and theories. Driscoll (1994) suggests using the “What?” format which assists the student to identify the situation, to understand the context and to modify future outcomes.
- Consider long term and short term consequences.
- Provide an environment that allows time for reflection before, during and after a learning experience.
- Identify personal strengths and areas of need for improvement in knowledge and skill base for practice.
- Identify recurring issues, deficiencies and achievements of the service as a whole.

43 The Werry Centre 2012, p.11.

44 The Werry Centre 2012, p.13.

After the placement

Invite the student's reflections on their learning; any new issues or goals; what went well; key decision points and any assumptions or biases that influenced their practice. This is not the same as requesting the student to give feedback on their overall experience of the placement or your supervision skills. This time is to reflect on their learning whilst they were on placement⁴⁵.

Make sure the required practice placement evaluation forms are completed, such as:

- Practice Placement Evaluation⁴⁶
- Placement Educator Feedback (student)⁴⁷
- Placement Educator Feedback (HEP)⁴⁸

45 The Werry Centre 2012, p.12.
46 Appendix 15
47 Appendix 17C
48 Appendix 17D

Appendix 17A. Template for Setting and Measuring Objectives

(FOR STUDENTS ON PLACEMENT)

Introduction

This template⁴⁹ is one way a student can evaluate their placement learning and experiences. Individuals can adapt this to their own learning needs, service needs and professional competency criteria.

Self Assessment

Where are you at now? What is your understanding & experience so far? What do you want to achieve? This is the “why” you want to do this objective.

E.g. I have basic knowledge of a recovery-oriented approach to consumer/client support; however I have not supported anyone to review their individual plan.

Objective

This is your goal, the “what”, and should also read as your outcome, therefore make it simple.

E.g. To support a consumer to review progress on a goal in his/her individual plan.

Activity

Write a step-by-step on how to achieve this goal, for example:

- 1) Discuss with supervisor/colleague/team member
- 2) Locate review processes & familiarise self with procedures
- 3) Observe a staff member supporting a consumer to review progress on a goal his/her individual plan.
- 4) Role play supporting a consumer to review progress on a goal his/her individual plan.
- 5) Support a consumer to review progress on a goal his/her individual plan under the supervision of the placement educator
- 6) Document the results of the review of progress
- 7) Reflect on the support you provided and discuss with the placement educator

Measurement

Insert outcome indicators, for example:

- 1) The student:
 - ▶ Completes all of the steps in the above activity
- 2) The consumer:
 - ▶ Identifies the goal
 - ▶ Discusses whether or not the goal was reached
 - ▶ States what the next steps would be in regard to that goal

This enables you to demonstrate that you have met your goal & achieved an outcome.

⁴⁹ The template is an adaptation of a Learning Objective Manual designed for Occupational Therapy Students on placement by Ann Christie, NZROT, FRLA 1998, and Senior Occupational Therapist specializing in Child Mental Health (Christie, 2008). This manual is currently in the process of being endorsed by the NZAOT and the complete manual will be available for purchase.

This is an abbreviated version of the method for objective setting and measurement as used in the manual for clinical practice and professional competency by occupational therapists.

This template has been discussed and adapted in collaboration with the author and Werry Centre. The purpose underlying this collaboration is encouraging the development of similar manuals for other disciplines and services in child and adolescent mental health. This is to ensure that services provide and students gain quality learning in their clinical placements.

Outcome

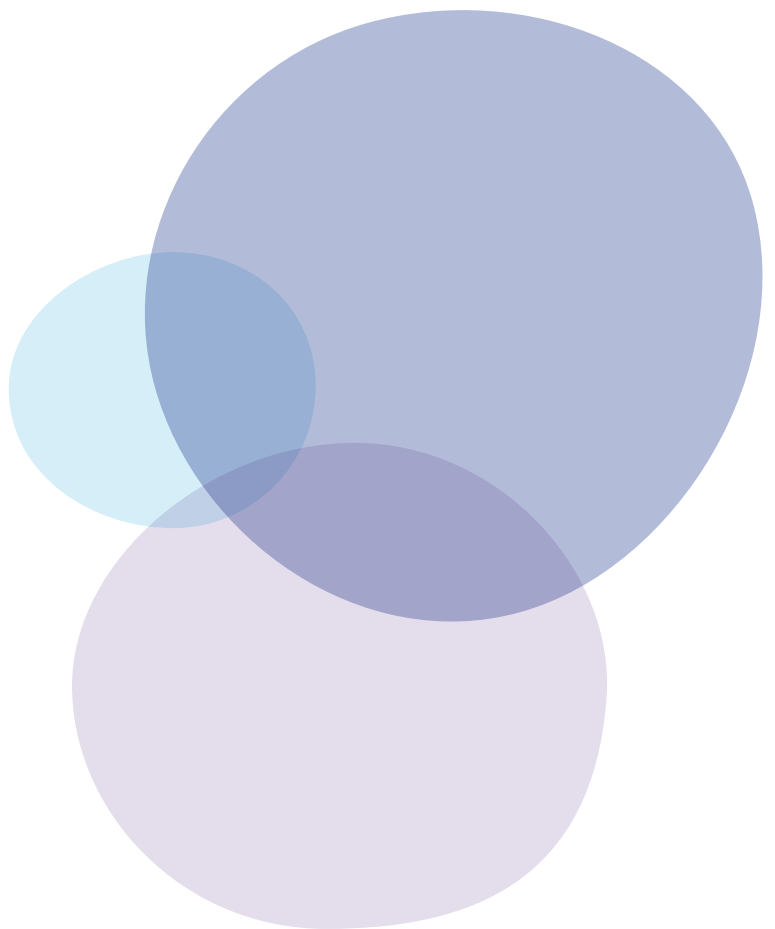
This should read as:

- 1) "I have achieved all of the steps above" or "I have achieved (three) of the above steps, because (reason) e.g. I left the placement before I could complete this objective" or similar.
- 2) "The consumer achieved the all of the steps above" or "the consumer achieved (one or two) of the steps because (reason) e.g. The consumer is taking extra time to consider next steps or similar.

Reflection

This should reflect two main ideas that reflect the use of step-by-step:

- 1) The impact on your learning & competence
E.g. To support a consumer to review progress on a goal in his / her individual plan after talking with my placement educator, going over the procedures with them, and practicing via role play. This allowed me to ask questions & gave me more confidence to provide support, reflect & document.
- 2) The impact on the consumer or others.
E.g. I informed the service user that this was my first experience with supporting anyone to review progress on a goal in his/her individual plan. I found the consumer to be helpful and understanding. This gave me the opportunity & confidence to ask the service user how comfortable s/he was with my approach.



TEMPLATE FOR SETTING AND MEASURING OBJECTIVES

Student Name: _____ Date: _____

OBJECTIVE:	
ACTIVITY:	
MEASUREMENT:	
OUTCOME:	
REFLECTION:	

*Appendix 17B. Weekly Learning Review Form*⁵⁰

WEEKLY LEARNING REVIEW FORM:
SELF ASSESSMENT:
WEEKLY GOALS:
PLANNED ACTIVITIES:
CRITICAL REFLECTION/QUESTIONS:
(SIGNED/DATED)

⁵⁰ The Werry Centre 2012, p.69.

Appendix 17C. Placement Educator Feedback Form (from a student)

Thank you for providing feedback about my performance as a Placement Educator – your feedback will help me to develop my skills in placement supervision⁵¹.

1. Did you feel like you had consistent access to your placement educator? YES / NO

2. Please tick the box which best describes your experience of the Placement Educator:

1 = Not at all 3 = Somewhat 5 = Excellent

	1	2	3	4	5
a) Was expecting me & made me feel welcome					
b) Identified my previous knowledge & skill set & set goals with me that reflected this					
a) Had good clinical knowledge & helped me understand & develop skills					
a) Used appropriate & effective clinical teaching skills					
a) Was approachable & communicated well					
f) Was a professional role model in confidently managing clinical situations which assisted my learning?					
g) Regularly evaluated my knowledge & understanding of core competencies					
h) Assisted me to identify other people & resources to assist my learning					
i) Offered regular specific constructive feedback					
j) Demonstrated competent & safe consumer support					
k) Extended my learning through creating practice opportunities					
l) Challenged my knowledge base by linking to practice standards & evidence-based practice					
m) Provided regular time for reflection					
n) Upheld our learning contract					
o) Created a safe learning environment					

3. Describe the attributes which you appreciated in your supervisor.

4. What would you have liked done differently?

5. Would you consider working in this service/organisation? YES / NO
Why?

6. Any other comments/feedback:

⁵¹ The Werry Centre 2012, pp.71-72.

Appendix 17D. Placement Educator Feedback Form (HEP Perspective)

1. Please tick the descriptor which best describes your experience as a supervisor⁵².

1 = Not at all	3 = Somewhat	5 = Excellent
----------------	--------------	---------------

	1	2	3	4	5
a) Placement contract negotiated & arranged with HEP					
b) Orientation & student preparation processes agreed					
c) Interdisciplinary team involvement negotiated & commitment made to support student & supervisor/s					
d) Supervisor arranged & supervision times are timetabled					
e) Student performance criteria & competency/evaluation processes established between HEP representative & [organisation name] staff					
f) Student's previous knowledge & skill set identified by HEP					
g) Goals/learning objectives understood linking to practice standards & evidence-based practice					
h) Learning Contract explained					
i) Regular liaison with the HEP representative arranged					
j) Formative & Summative evaluation dates timetabled					
k) Supervisor receives copy of Student workbook, evaluation forms, HEP policies, contact details, Student process information etc					
l) [organisation name] prepared staff by providing professional development support (supervision/mentoring programmes), assistance with managing caseload					
m) [organisation name] environment: Desk, IT, orientation etc package					

⁵² Based on The Werry Centre 2012, p.75.

Appendix 17E. Links to Other Resources for the Placement Educator

The Learning Guide: A handbook for allied health professionals facilitating learning in the workplace. Health Education and Training Institute 2012

This learning guide provides highly relevant and practical information and guidelines to support workplace learning. It is designed for a clinical setting and uses language relevant to that setting, and can be adapted to other settings.

Sample Contents		
■ Allied health in NSW Health	■ The Learning Journey	■ Roles & Responsibilities
Part 1: What is workplace learning? <ul style="list-style-type: none"> ■ Introduction: Understanding workplace learning ■ What is workplace learning in a clinical setting? ■ What does facilitating learning mean? ■ Who is a facilitator of learning? ■ Informal and formal learning ■ Facilitating learning in regional, rural or remote locations 		
Part 2: Understanding the adult learner <ul style="list-style-type: none"> ■ Introduction: Understanding the adult learner ■ Learning styles, preferences and strategies ■ Considering individual differences when facilitating learning ■ Self-directed learning ■ Tips to foster self-directed learning 		
Part 3: What skills are needed to facilitate learning? <ul style="list-style-type: none"> ■ Introduction: Skills to facilitate learning ■ Building relationships that support learning ■ Communicating effectively ■ Facilitating discussion ■ Developing the professional along the continuum of learning ■ Promoting skill acquisition along the continuum of learning ■ Facilitating a deep approach to learning ■ Setting learning objectives ■ Advanced questioning techniques ■ Facilitating reflective practice ■ Facilitating clinical reasoning ■ Facilitating an evidence-based practice approach ■ Giving effective feedback to learners ■ Managing challenging behaviours in learning activities 		
Part 4: The where and how of facilitating learning in the workplace <ul style="list-style-type: none"> ■ Introduction: Where and how does learning occur in the work place? ■ Creating an optimal learning environment 		
FACILITATING LEARNING		
<ul style="list-style-type: none"> ■ in one-to-one situations ■ using “case” scenarios ■ in groups ■ in a lecture /presentation 	<ul style="list-style-type: none"> ■ in workshops ■ in an in-service ■ via a journal club ■ using simulation 	<ul style="list-style-type: none"> ■ via electronic media ■ interprofessionally ■ through communities of practice

GLOSSARY



Consumer is the person being supported by the host organisation.

Formal training is defined as any program or course run by a higher education provider (HEP), such as a university or registered training organisation, for which an individual receives a recognised qualification⁵³. Formal training courses generally require participants to adequately meet assessment criteria in order to successfully complete the course. Examples of formal training courses include:

- Master's degree or doctorate
- Graduate diploma or certificate
- Certificate IV in Workplace Training and Assessment.

HEP refers to any of the following:

1. a higher education provider registered with the Tertiary Education Quality and Standards Agency (TEQSA) including:
 - ▶ University College
 - ▶ Australian University or Australian University of Specialisation
 - ▶ Overseas University or Overseas University of Specialisation
2. a Registered Training Organisation (RTO)
 - ▶ Government owned (State or Territory - e.g. TAFE)
 - ▶ Non-government owned
 - Private-for-profit
 - Community-managed (not-for-profit)

Host Organisation is the organisation providing practice placements.

This paper uses the term 'Host Organisation' to refer to a community managed organisation (CMO) providing practice placements.

Interprofessional Collaborative Practice (ICP) is a person-centred process of communication and decision-making that enables the separate and shared knowledge and skills of care providers to synergistically influence consumer care and support⁵⁴.

Interprofessional education (IPE) occurs when two or more professions learn from, with and about each other to improve collaboration and the quality of care⁵⁵.

Interprofessional learning (IPL) is learning arising from interaction between members (or students) of two professions. This may be a product of interprofessional education or happen spontaneously in the workplace or in education settings⁵⁶.

Interprofessional practice (IPP) occurs when two or more professions work together as a team with a common purpose, commitment and mutual respect⁵⁷.

Learning outcomes are the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning⁵⁸.

Occupation is the principal activity that serves as one's regular source of livelihood

53 Health Workforce Australia 2012, p.7.

54 Way et al. 2000, in Health Education and Training Institute 2012, p.60.

55 The Interprofessional Curriculum Renewal Consortium Australia 2013, *Interprofessional Education: a National Audit*. Report to Health Workforce Australia, Adelaide, p.5.

56 The Interprofessional Curriculum Renewal Consortium, Australia 2013, p.5.

57 Freeth et al. 2005, pp. xiv-xv, in the Interprofessional Curriculum Renewal Consortium, Australia 2013, p.5

58 Australian Qualifications Framework Council 2013, p.95.

Person-Centred Approach is an approach that puts the individual at the centre of the process and is based on their personal views and goals⁵⁹. Borrowing heavily on the affirming humanistic values of psychosocial rehabilitation and the recovery movement, the person-centred approach emphasises the development of partnerships between consumers and providers. All aspects of a person-centred approach rely on shared decision making and consumer-defined outcomes. The process promotes client choice, empowerment, resilience, and self-reliance. Person-centred approaches are activities which are based upon what is important to a person from their own perspective and which contribute to their full inclusion in society.

Practice Placement is used to refer to a period of work in industry which is recognised (by the HEP and host organisation) as a structured period for the education and training of students⁶⁰ to:

- integrate theory into practice
- develop new knowledge while on placement and integrate this back into existing theory and classroom learning
- become familiar with the practice environment
- build knowledge, skills and attributes essential for professional practice.

Discipline-specific practice placements refer to those that focus purely on a single profession.

Interprofessional practice placements have students from 2 or more professions interacting with each other (or with qualified health professionals), enabling them the opportunity to learn with, from and about each other, in the provision of person-centred support and service development⁶¹. This involves learning how to work collaboratively with others as well as how to learn from others to improve work practices.

Placement Educator is an employee of the host organisation, and guides students' education and training during practice placements. The placement educator's role may encompass educational, support, professional supervision and/or managerial functions⁶².

Practice Placement Coordinator coordinates student practice placements for the CMO and/or HEP.

Placement Facilitator⁶³ is funded by the HEP, to facilitate student learning on practice placement, provide professional supervision, and act as a liaison person between the HEP and the host organisation.

Placement Supervision means practices and relationships that provide opportunities for students' learning and support in relation to the practical component of their formal course of study, and helps students to maintain appropriate boundaries⁶⁴.

59 NSW Department of Family & Community Services (2013). *Person centred approaches: Living life my way*. Ageing, Disability & Home Care, viewed May 2013. http://www.adhc.nsw.gov.au/about_us/strategies/person_centred_approach

60 Adapted from Department of Health Victoria, *Victoria's strategic plan for clinical placements 2012–2015*, November 2011, p.2, Department of Health Victoria, viewed 14 January 2013 [http://docs.health.vic.gov.au/docs/doc/86CF77D48COF33B9CA257956007C4E26/\\$FILE/LOW%20RES%20WEB%20VERSION%20Victoria's%20strategic%20plan%20for%20clinical%20placements%202012-2015.pdf](http://docs.health.vic.gov.au/docs/doc/86CF77D48COF33B9CA257956007C4E26/$FILE/LOW%20RES%20WEB%20VERSION%20Victoria's%20strategic%20plan%20for%20clinical%20placements%202012-2015.pdf).

Health Workforce Australia 2012, p.6;

London Centre for Arts and Cultural Enterprise, *Work Placement Toolkit for Students, Universities and Arts and Cultural Organisations*, February, LCACE, London, 2008, p.7, viewed 24 January 2013, <http://www.theculturecapitalexchange.co.uk/2011/09/17/lcace-commissioned-research-report-all-pdfs-work-placement-toolkit/>

61 Adapted from University of Western Ontario, *Interprofessional Student Placements: A guide to Incorporating an Interprofessional Placement into Your Educational Experience*, University of Western Ontario, Ontario, Canada, viewed 15 January 2013 <http://www.ipe.uwo.ca/Administration/InterprofessionalStudentPlacementPromotionPack/age.pdf>. Personal communication with Gillian Nisbet USyd, 2013.

62 Adapted from Health Workforce Australia 2011, p.4.

63 Adapted from University of Western Sydney 2012, p.4.

64 Adapted from MHCC 2012, p.ix.

Direct supervision means that a supervisor is present, observes, works with and directs the student⁶⁵.

Indirect supervision means that the supervisor is easily contactable, but not directly observing the activities of the student⁶⁶. The supervisor is in touch with student progress through discussions (e.g. via phone, or on campus with the student, or on site visits to student and practice educator, or by review of student work through means such as email, learning logs, reflective journals)

Line Management Supervision includes expectations of role, education, administration, and performance⁶⁷.

Professional Supervision in the context of practice placement is discipline-specific supervision provided to the student by a professional who meets the requirements of the professional body.

Profession “A profession is a disciplined group of individuals who adhere to ethical standards and who hold themselves out as, and are accepted by the public as possessing special knowledge and skills in a widely recognised body of learning derived from research, education and training at a high level, and who are prepared to apply this knowledge and exercise these skills in the interest of others. It is inherent in the definition of a profession that a code of ethics governs the activities of each profession. Such codes require behaviour and practice beyond the personal moral obligations of an individual. They define and demand high standards of behaviour in respect to the services provided to the public and in dealing with professional colleagues. Further, these codes are enforced by the profession and are acknowledged and accepted by the community”.⁶⁸

Qualification is the result of an accredited complete program of learning that leads to formal certification that a graduate has achieved learning outcomes as described in the AQF.⁶⁹ (see **Appendix 16** for more information about qualifications)

Recovery is a deeply personal process and no single, universally accepted definition of recovery currently exists. In the simplest sense, recovery is a lived experience of moving through and beyond the limits of a person’s mental illness. In the process, individuals develop a positive and meaningful sense of identity separate from their condition, disability or its consequences in their life⁷⁰.

Key characteristics of recovery:

- Recovery is personal and individualised (not defined by a treatment agency).
- Recovery moves beyond symptom reduction and relief (e.g. meaningful connections in the community, overcoming specific skill deficits, establishing a sense of a quality of life and well-being).
- Recovery is both a process of healing (regaining) and a process of discovery (moving beyond).
- Recovery encompasses the possibility for individuals to test, make mistakes and try again.

Recovery can occur within or outside the context of professionally directed care and treatment, and where professional treatment is involved, it may, depending on its orientation and methods, play a facilitative, significant or inhibiting role in the recovery process.

65 Australian Nursing Federation, *Competency Standards for Nurses in General Practice: Tool-Kit Introduction*, Australian Nursing Federation, 2005, p.9, Canberra, viewed 21 January 2013, http://anf.org.au/documents/reports/compstandards_nursesingp.pdf.

66 Australian Nursing Federation 2005, p.9.

67 Adapted from MHCC 2012, p.ix.

68 Professions Australia 1997, *About Professions Australia: Definition of a Profession*, Professions Australia, Redhill ACT, 26 March 2013, <http://www.professions.com.au/defineprofession.html>

69 Australian Qualifications Framework Council 2013, p.90.

70 MHCC 2012, p.x-xi

Recovery-Oriented Practice ensures that services are delivered in a way that recognises the uniqueness of the individual; provides real choices; promotes and protects rights; supports with dignity and respect acknowledging that each individual is an expert in their own lives; offers realistic ways to help people realise their own hopes, goals and aspirations and enables them to track their own progress⁷¹.

Registered training organisation (RTO) is a vocational education and training organisation registered by a state or territory registering body in accordance with the Australian Quality Training Framework (AQTF) Essential Standards for Registration within a defined scope of registration⁷².

Student is a person undertaking formal education and training which includes a practice placement, with no payment for services, in a CMO.⁷³ The term is intended to encompass the VET sector, professional entry to postgraduate students, and vocational trainees (e.g. medicine, nursing, dental and allied health).

Supervision⁷⁴ may be defined as practices and relationships which meet students' learning and support needs in relation to their practice placement, and help students to maintain appropriate boundaries. Supervision is a term invested with diverse meanings by different professions and schools of practice.

There are a number of competing interpretations of supervision that reflect divergent visions of helping both within and between the helping professions. It is important to note that it is not always possible to reconcile the definitions drawn from different professional and personal perspectives operating in the helping professions with regard to supervision. In each of the helping professions, different histories and perceptions of need in relation to reflective practice, education, support and management have resulted in diverse practices which attempt to respond pragmatically to the needs of students.

University is a higher education provider that is established by the Commonwealth or a state or territory government as a university⁷⁵.

Vocation is any occupation to which a person is specially drawn⁷⁶.

Work-based project is a specific piece of assessed work for a formal course, undertaken at an employer's premises⁷⁷.

71 MHCC 2012, p.xi.

72 Australian Qualifications Framework Council 2013, p.97.

73 Health Workforce Australia 2011, p.4.

74 MHCC 2012, p.xi.

75 Australian Qualifications Framework Council 2011, p.99.

76 Walker, S, *What it means to be a member of a profession: opportunities and responsibilities for lawyers to make a difference*, transcript of an oration delivered 15 November 2012 at Edith Cowan University (ECU) Joondalup Campus WA, viewed 26 March 2013, <http://www.ecu.edu.au/about-ecu/vice-chancellor/distinguished-orator/what-it-means-to-be-a-member-of-a-profession>.

77 London Centre for Arts and Cultural Enterprise 2008, p.7.

NOTES

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