APAC–APPA Towards Good Practice Guide Series

Placement Logbooks example

Purpose

Australian Psychology Accreditation Council (APAC), in partnership with the Australian Psychology Placement Alliance (APPA), have developed a series of *Towards Good Practice Guides* that focus on the placement components of accredited and approved psychology programs of study.

This example has been generously shared to support the sharing of knowledge and approaches across different program types and education providers.

Examples and exemplars are intended to encourage discussion and reflection, rather than provide prescribed models of compliance. Adopting an example does not, in itself, demonstrate that a program meets the Accreditation Standards.

We thank all education providers for contributing examples and exemplars to this project.

APAC Accredited program

Education provider:	Southern Cross University
Program:	Master of Professional Psychology
Unit/subject (if applicable):	N/A

Overview

Southern Cross University provided this example for its Master of Professional Psychology program. This example is an excerpt from the Student WIL Handbook which provides guidance for students on using the eLogbook system to record work-integrated learning, including activity types (direct client, client-related, simulated), the nature of the activity, hours, location, duration, supervision and student learning reflections.

SCU Logbook Requirements

6.5.1 eLogbook (SUC WIL Handbook pg 25-26)

The WILU will provide students and supervisors access to Sonia and a quick reference guide on how to use Sonia.

All students on WIL must keep an ongoing record of all WIL work; including direct and non-direct client work, activities and supervision experiences in Sonia. The eLogbook will detail the nature of activities undertaken on WIL, their duration with the dates and time, and the nature and hours of supervision. It will document evidence of progress towards competencies in the mid-WIL review and end-of-WIL evaluation.

Details of each WIL day should be documented in the eLogbook in Sonia.

Each WIL day should be documented in the eLogbook utilising descriptions provided in Sonia (see Appendix 5, section 1).

Each eLogbook entry submitted by the student via Sonia (see Appendix 5) should contain:

1. the date, time (rounded to the nearest 15 minutes) and activities that have occurred on each day of WIL using the activity descriptions provided in Sonia. Rounding of minutes should occur as follows:
    a. between 8 to 20 minutes is rounded to 15 minutes
    b. between 23 and 37 minutes is rounded to 30 minutes
    c. brief activities less than 8 minutes duration should not be logged

Client contact (direct, stimulated and client related) should include **a brief description** of the client demographics, presenting issue and type of work conducted (see sections 5.2.2, 5.2.4 and 5.3.1).

2. supervision times recorded separately for individual and group, and whether it was 'client related' or 'general learning/administration' that is not directly related to client work. The content of each supervision session should be briefly described in "Student's self-reflection".

3. reflective practice of the student's work each WIL day. For example, learning opportunities, challenges, integration of theory and practices, and professional development. eLogbooks without adequate reflective practice will need to be resubmitted (see section 6.5.2).

It is the student's responsibility to ensure that each eLogbook entry is signed by the supervisor, preferably during the next meeting with the supervisor or **at least signed weekly by the supervisor**.

6.5.2 Student's learning reflection

The ability to self-reflect is critical to the continued development of professional psychological practice. In line with the APAC competencies, **students must submit evidence of their reflective practice for every day of WIL in the form of a reflective journal entered in the eLogbook** comments section: "Student's Learning Reflection" (see Appendix 5, section 7 and Figure 2).

This learning reflection will assist students with their reflective writing task. Students need to ensure reflections are of adequate depth to develop their own reflexivity. Students may choose to reflect on:

- a professional challenge they experienced on WIL;
- a personal challenge that they experienced on WIL;
- their overall reflection of the WIL with at least one explicit example where your practice improved as a result of your reflection;

- the student's interpersonal and interprofessional communication skills, and professional practice.

- Supervisor to Regularly check and sign the student's eLogbook in Sonia, preferably at the end of each WIL day or at least weekly. Discuss any concerns with the student. If these concerns cannot be resolved, contact the WILAC and the Course Coordinator. (SCU WIL Handbook p 27)

Appendix 4: Recording WIL hours and activities in eLogbook (pg59 – 65)

4.1. Set descriptions in Sonia to record WIL activities.

All WIL hours must be accounted for and recorded in Sonia.

The WIL activity and associated time (rounded up to the nearest 15 minutes) undertaken on each day of WIL must be recorded in Sonia (see Figure 1, page 50): Rounding of time should occur as below:

- Between 8 to 20 minutes is rounded to 15 minutes
- Between 23 and 37 minutes is rounded to 30 minutes
- Brief activities less than 8 minutes duration should not be logged

Use the following descriptions (see below sections for detailed descriptions):

- *Client contact
- *Simulated client contact
- *Client-related activity
- *Individual supervision
- *Group supervision
- Other non-client activity

* Client contact and client related activity must be briefly described by the student in the comments section of the eLogbook

4.2. Client contact

Across the 300 hours of Work Integrated Learning (WIL), students must complete a minimum of 100 hours of client contact. These hours may include a combination of direct client contact and simulated client contact, with a maximum of 20 hours of simulated client contact permitted. The balance between direct and simulated client contact will vary according to the student's developmental needs, the practice context, supervisor judgement, and the availability and suitability of client opportunities within the placement setting.

A helpful resource is the Australian Psychology Placement Alliance (APPA)

4.2.1. Direct client contact (with or without supervisor)

Direct client contact means "*performing specific tasks of psychological assessment, diagnosis, intervention, prevention, treatment, consultation, and providing advice and strategies under the guidance of the supervisor*" (p.13, PsyBA Guidelines for 5+1 internship programs).

Students must complete at least 100 hours of direct client contact over the 300 hours of WIL (see section 5.2.1). According to PsyBA, direct client contact includes in-person, video, and telephone contact. Where applicable, this may also include contact with the client's significant others (e.g., parents, caregivers). Direct client activities focus on providing psychological services to the client for the client's benefit. In many cases, clients will be an individual, couple or group involved in the therapeutic process. However, clients may also be others involved in client care (e.g., family member/s; members of a multidisciplinary treatment team).

Client contact can include a range of activities, such as:

1. Conducting assessment or therapy sessions with individuals, couples or families.
2. Co-facilitating assessment or treatment sessions with another therapist (co-therapy).
3. Facilitating group treatment sessions, either solo or co-facilitating.
4. Conducting psychometric testing with a client.
5. Providing psychometric assessment feedback to clients.
6. Liaising with client's family members or other relevant stakeholders (e.g., to collect information or give feedback about an assessment).
7. Consulting with other professionals (e.g., acute care team, psychiatrist, case worker, teacher, multidisciplinary team) about the management of a client.
8. Communicating outcomes of assessment or treatment with referrer by verbal means.
9. Observational client assessments (e.g., school observations; observation of parent-child interactions; observation of sports client in competition settings).
10. Communicating with clients via telephone or teleconference that is NOT for administrative purposes (e.g., triage, intake interview, phone review, phone counselling),
11. Communicating with clients via digital means (e.g., email, text message, chatroom) that is NOT for administrative purposes (e.g., providing chatroom-based therapy).
12. Actively participating in a case conference where the client is in attendance.
13. Provision of psychoeducation regarding a client to other stakeholders involved in client care.
14. Sections of ward rounds, clinical meetings, case allocation meetings, or handover sessions where the trainee's clients are discussed.

Recording of direct client contact in the eLogbook

The student must record client contact in their eLogbook as occurring with or without their supervisor being present.

Each client contact must be recorded in the eLogbook and briefly described in the eLogbook comments section: "Psychological Practice: Client Contact".

Include sufficient details in the comments section to indicate the type of activity conducted (e.g., assessment, intervention), client details (de-identified) to demonstrate diversity (e.g., child, adult, cultural background) and the time (minutes) taken to complete.

Psychological practice: Client contact	**Provide details on type of activity and time (mins)**

Provide details of: place of practice, client ID, presenting issue(s), specify type of work conducted (psychological assessment and/or intervention/ prevention/evaluation (e.g., psychometric assessment – WISC & WIAT; therapy – CBT; delivery of mindfulness workshop)	• Client A, 60-year-old male presenting with depressive symptoms. Therapy- individual basis- CBT (60 mins) • Client B, 14-year-old female presenting with learning difficulties. Psychometric assessment- WISC-V (120 mins)

Examples of direct client contact

- *Individual therapy (face to face)*

Sessions where the student delivered therapy as the primary therapist to clients in a face to face setting. Specify in the "Psychological Practice: Client Contact" section what was involved (e.g. individual session with a client aged 40 years old with x presentation).

- *Individual therapy (telehealth)*

Sessions where the student delivered therapy as the primary therapist to clients in a telehealth setting. Specify in the "Psychological Practice: Client Contact" section what was involved (e.g. individual session with a client aged 18 years old with x presentation via Zoom/telephone).

- *Co-therapy*

Sessions where the student works collaboratively with a supervisor or another therapist to provide individual or group therapy to a client.

- *Group facilitation*

Sessions where the student delivered the therapy as the primary therapist in a group setting. Specify in the "Psychological Practice: Client Contact" what was involved (e.g. mindfulness group with adult clients).

- *Client intake*

Completion of a phone or other brief intake session for a client.

- *Cognitive assessment*

Session where the student conducts a cognitive assessment with a client. Specify details in "Psychological Practice: Client Contact" section (e.g., the specific assessment conducted/age of client).

- *Team meeting to discuss client progress*

Attendance at/active participation in a team meeting where the progress of the student's clients is discussed. Provide details of this in the "Psychological Practice: Client Contact" section (e.g., team meeting where I presented the case of X).

- *Collateral information gathering*

Time spent contacting and gathering information in support of a client case. Provide details in the "Psychological Practice: Client Contact" section (e.g., contacted teacher to discuss client X and request completion of the Conners 3 Teachers Long Form).

4.2.3. Simulated client contact

Client contact may include up to 20 hours (20%) of simulated client contact learning activities across the 100 hours of client contact. "*These are activities that allow the student to experience problem-based learning with simulated clients which allow the development of clinical reasoning and communication skills in a realistic but controlled learning environment. Simulation allows the provisional psychologist to experience dealing with feelings and emotions stimulated by clinical and professional scenarios, while not putting real patients at risk*.:" (p.13, PsyBA Guidelines for 5+1 internship programs).

Simulated client contact must be approved by the supervisor as relevant to skills development for the WIL and actively contribute to achieving core competencies (see the below cited text from PsyBA guidelines).

"*Simulated learning activities should be followed by review and discussion to confirm that skills development using simulated techniques is actively contributing to achieving core competencies. Simulated learning activities may include role play and reflection, use of standardised patients or student/peer actors, simulated testing techniques, computer clients using screen-based/virtual worlds, DVDs of real or simulated clients, shadowing a senior psychologist with a real client, and discussion and treatment planning after the simulation. They may include both the client contact and client-related activities aspects of practice, such as a role-play client consultation followed by practise of planning, research, and report writing skills in relation to the role-play client.*

The supervisor must provide oversight of simulated activities and clear guidance about which aspects are appropriately claimed as client contact and client-related activities. The supervisor must also ensure simulated learning activities are directly relevant to the acquisition of relevant competencies for work with clients." (p.14, PsyBA Guidelines for 5+1 internship programs)

A maximum of 20 hours of simulated learning can be claimed as client contact hours, any additional simulated learning activities approved by the supervisor as client contact must be logged as "client related" activities in Sonia.

For example, of the 100 hours of client contact, a student may have 80 hours of direct client contact and 20 hours (maximum) of simulated client contact.

4.2.4 Recording of simulated client contact in the eLogbook

The student must record simulated client contact (simulated learning) in their eLogbook as occurring with or without their supervisor being present. Each simulated client contact must be recorded in the eLogbook and briefly described in the eLogbook comments section: "Psychological Practice: Simulated Client Contact".

Include sufficient details in the comments section to indicate the type of activity conducted (e.g., assessment, intervention), simulated client details (de-identified where applicable) to demonstrate diversity (e.g., child, adult, cultural background) and the time (minutes) taken to complete.

Psychological practice: Simulated client contact	**Provide details on type of activity and time (mins)**

Provide details of: place of practice, client ID, presenting issue(s), specify type of work conducted (psychological assessment and/or intervention/ prevention/evaluation (e.g., psychometric assessment – (e.g., DASS, WISC, WIAT; therapy – CBT; delivery of mindfulness workshop) and that it was simulated activity (e.g., role play with supervisor)	• Client A, 45-year-old male presenting with depressive symptoms following injury at work. Therapy- individual basis- CBT (60 mins) • Client B, Standardised case (video vignette) 17-year-old female presenting with suicidal ideation. Risk assessment (60 mins)

4.3. Client-related activities

"*Client-related activities are activities considered necessary to provide a high standard of service to clients and to support the provisional psychologist's achievement of the core competencies. Client-related activities may include reading and researching to assist problem formulation and diagnosis, case consultation with colleagues, formal and informal reporting and scoring assessments.*

The supervisor provides guidance on what client-related activities are relevant, taking into account the provisional psychologist's development needs and their unique work role context. The supervisor will also provide guidance on the appropriate level of detail for recording client-related activities in the logbook" (p.14, PsyBA Guidelines for 5+1 internship programs).

Client-related activities may include the following activities:

1. Phone calls, focus groups, and meetings in the service of data-gathering or case management in support of service provision to clients;
2. File review; report writing; team reporting and meeting where the student reports to the team to advise of client progress;
3. Delivery of psychoeducational content to service providers/organisations;
4. Completing log books and assessment tasks for WIL;
5. Professional development activities (e.g., simulated activities, role plays, workshops);
6. "Shadowing" a psychologist while the psychologist has direct client contact
7. Supervision;
8. Professional development activities (e.g., workshops) and
9. Travelling to a client session. Travel, in regard to client care, should be limited to a maximum of 20% of client-related activity hours; this is particularly relevant for regional and remote areas.

Recording of client-related activities

Client-related activity hours must be recorded in the eLogbook and briefly described in the eLogbook comments section: "Psychological Practice: Client-related activity".

Include sufficient details to indicate the type of activity conducted (e.g., assessment, intervention), client details (de-identified) to demonstrate diversity (e.g., child, adult, cultural background) and the time (minutes) taken to complete.

Psychological practice: Client-related	**Provide details on type of activity and time (mins)**

activity	
Include brief information regarding type of client related work conducted (e.g., client preparation, writing case notes, scoring of psychometric tests).	• Preparation for the therapeutic session; researched use of CBT for depression. 30 mins. • Scoring of WISC-V. 60 mins. • Preparing and reviewing workshop material. 180 mins.

Examples of client-related activity

- *Client session preparation*

Administrative work in preparation for a client session (e.g., organising resources, reading case notes, making appointments).

- *Client session observation/"shadowing."*

'Passive observation', where a student sits in a session and observes the psychologist engaging with a client, is not considered as 'direct client contact'. The minimum requirement for this to be considered 'direct client contact' is for the student to have a particular task during the observation (i.e., 'active observation' such as noting specific responses and/or behaviour of the client) and discuss this after the session with the supervisor; discuss case formulation and/or treatment and/or a debrief with the supervisor after the session.

- *Case notes*

Writing relevant clinical notes from client sessions conducted.

- *Report/letter writing*

Completing clinical documentation required in support of client work. This may include activities such as scoring, preparing and completing cognitive assessment reports; scoring other assessments; and writing letters to referrers or other third parties.

- *Completing WIL documentation*

Completing required WIL documentation in Sonia, such as the WIL Agreement and variations, eLogbooks and reflection each day of WIL.

- *Review of client file*

Review file notes for learning purposes other than preparation for specific client sessions.

- *WIL assessment preparation*

Completing work on other WIL assessment tasks (e.g., preparation for mid or end WIL reviews).

- *Case management*

Completing activities in support of a client that is not individual/group therapy in nature (e.g., assisting a client with accommodation or employment support).

- *Professional development*

Active participation in relevant training on a WIL day (e.g., face to face training, webinars, training video).

- *Knowledge of the discipline*

Completion of reading or tasks in support of the practice of psychology (e.g., WIL site orientation, reading therapy resources).

- *Travel*

Travel to provide client care should be limited to a maximum of 20% of client-related activity hours.

4.4. WIL setting benefitting activity

Activities that assist the WIL but do not directly involve client work, e.g., photocopying, quality assurance projects. Only time spent conducting this activity is recorded in the eLogbook.

4.5. Supervision

Over the Professional Psychology Practicum WIL totalling 300 hours, students must obtain at least 40 hours of direct supervision. Supervision must be a minimum of **one hour of direct contact between the supervisor and student for every 7.5 hours of WIL**. Supervision is counted in the student's WIL hours.

Direct supervision is real-time verbal communication between the student and supervisor, conducted preferably together in the same room. If this is not possible, supervision can be performed remotely via videoconference (e.g., Zoom) with the camera on. Supervision should primarily use visual mediums where each party can see the other's facial expressions and body language.

Supervision can be conducted individually or as a group with other students, with at least 50% of supervision occurring individually.

Individual Supervision: APAC considers individual supervision where a student meets with a supervisor and no one else is present. Individual supervision allows the student to be comfortable raising issues with their supervisor without another student being present.

Group Supervision: Supervision includes a minimum of three people, including two supervisees and one Board-approved supervisor.

In group supervision, the whole hour, not a portion of the hour, is counted as group supervision. For example, two students receive one hour of group supervision. Each student discusses their practice/clients for 30 minutes. Each student records this in the eLogbook as one hour of group supervision since they are still learning about other types of clients and practices in group supervision.

Individual and group supervision is recorded separately as 'client related' or 'general learning/administration'. The latter is when supervision is not directly related to the client such as setting goals and preparing for the mid-WIL review.

Brief details of the supervision session, including the content and self-reflection, should be recorded in the eLogbook comments section: "Student's Learning Reflection" (see section 5.7).

4.6. Other

Research or other activities not listed above that the student at the WIL conducts is recorded by the student as 'Other' in the eLogbook.

4.7. Student's learning reflection

The ability to self-reflect is critical to the continued development of professional psychological practice. In line with the APAC core competencies, students must submit evidence of their reflective practice in the form of a reflective journal entered in the eLogbook comments section: "Student's Learning Reflection."

The student must complete the "Student's Learning Reflection" section every day of WIL.

Students should reflect on their work, practice and learning while on WIL, e.g., learning opportunities, challenges, integration of theory and practices, and professional development. eLogbook journals without adequate reflective practice will need to be revised by the student.

The student's learning reflection may vary in length and detail depending on the setting and nature of WIL work undertaken on any day.

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