



**MONASH**  
University



# PSY3034: Psychological Science in Practice

Placement Guide 2025



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# Introduction

## Dear Host Organisation,

Thank you for your willingness to support Monash University student(s) for a placement program/duration of 96 hours. This placement is the essential aspect of our third year undergraduate Psychology unit, Psychological Science in Practice (PSY3034).

The aim of this work-integrated learning unit is to provide students with experience of a workplace where they can apply their psychological knowledge, develop professional and transferable skills and improve preparedness for entry into the workforce. From gaining practical experience in host settings we expect that the students will be able to recognise the broad range of career opportunities in psychology, and understand the diverse settings in which psychological knowledge may be applied.

This placement guide has been developed to provide information for host organisations to foster work integrated learning in this student and host organisation partnership including:

- Preparing for a placement as a host organisation
- Overview of what students may be able to offer during a placement
- Supporting student(s) as a host organisation to achieve the unit learning outcomes (below)

On successful completion of this unit, students should be able to:

1. **Evaluate how core concepts and theories of Psychology relate to a variety of project settings.**
2. **Critically evaluate your own actions, leadership skills, and professional development.**
3. **Explore how to effectively apply interpersonal skills to collaborate with others in a project setting.**
4. **Communicate clearly and effectively professional expectations, and the benefits and challenges of working in an interdisciplinary environment.**
5. **Engage in peer discussion regarding appropriate conduct when dealing with core professional issues.**
6. **Apply critical thinking and decision making in real-world scenarios encountered during capstone projects.**

We are excited about the prospect of collaborating with your organisation and contributing to the development of a skilled, dynamic workforce. We hope you find the placement hosting experience to be of value to you and your organisation.

If you have any questions or would like to discuss anything in more detail, please do not hesitate to contact one of the placement team.

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### **The Placement Team**

Dr Elise Facer-Childs (Chief Examiner)  
Ms Elly Francis-Pester (Unit Coordinator)  
A/Prof Tracey Sletten (Academic Lead)  
Dr Luis Mascaro (Head Tutor)  
Ms Ying Chen (Education Services Coordinator)  
Ms Paramita Singh (Education Services Coordinator)

### **School of Psychological Sciences**

Monash University, Victoria, 3168, Australia

Contact us: [psych.industry-placements@monash.edu](mailto:psych.industry-placements@monash.edu)

## Guiding Principles

All placements are guided by the learning outcomes established for the Psychological Science in Practice unit. Placements are undertaken in partnership with a wide range of placement providers located throughout metropolitan Melbourne, regional and rural areas of Victoria. As this new unit grows, we hope to offer both interstate and international placements in the future. Placements can take place in psychology-related sectors, community health services, private entities and a variety of other locations such as non-government organisations, schools and local councils. This means the management of placements is informed by regulatory requirements, health and education policies, client rights, the values of our partners and the standards promulgated by the professions, registration boards and course accreditation bodies.

## Why host a psychology student?

*"Our graduates develop a wide range of skills including a deep understanding of human behaviour, ability to communicate and present ideas effectively, and advanced research and critical thinking skills. All of these skills are directly transferable to a wide variety of workplaces."*

*- Professor Shantha Rajaratnam, Head of School of Psychological Sciences*

A degree in Psychology from Monash University provides students with specialised training to allow them to

- Apply psychological principles to personal, social, organisational, technological and global issues
- Appreciate the need for continued personal and professional development in a highly skilled psychology workforce
- Utilise communication and IT skills to disseminate findings in a professional manner, to a variety of audiences
- Demonstrate knowledge of legislation relating to research, and professional responsibilities in the practice of psychology and understand the role of ethics in maintaining the integrity, accountability and cohesiveness of the profession
- Apply knowledge and understanding of the core Australian Psychology Accreditation Council (APAC) topic areas, their conceptualisation, elucidation and prediction of patterns in behaviour, psychological functioning and mental health
- Contribute to the development and execution of research utilising statistical skills and methodology, providing solutions to problems
- Understand the scientific study of psychology through research that include critical analysis of current literature, along with evaluation of research problems
- Understand the theoretical background to, construction, administration, and interpretation of psychological tests and assessment procedures

Hosting a Monash University psychology student will provide multiple benefits to your organisation including:

- **Access to top talent.** Our students have specialised training with diverse psychological expertise and skills sought by a variety of professional settings.
- **Opportunity to inspire the next generation.** Providing students with real-world work experience within your organisation will provide important insight into novel professional settings and support discovery of alternate career pathways.
- **Partnership with a well-recognised University.** Monash University is a top 50 university. Hosting a student will showcase your commitment to the community, enhancing your brand's image.
- **Workforce.** Hosting a student provides a cost-effective opportunity to test interprofessional teams/projects and recruit potential future employees for your organisation.
- **Leadership experience.** Supervising a placement student provides your team with the opportunity to expand their mentoring and leadership skills.

## What duties/work tasks are appropriate for students?

Students are not able to undertake work as a qualified psychologist on placement. While students may work within a clinical psychological practice or with a registered psychologist, students are not registered or suitably trained for delivering clinical services themselves. Hosts therefore are also not required to be Board approved supervisors.

Placements should provide students with the opportunity to demonstrate and develop professional skills and competencies expected in professional work settings including communication and interpersonal skills, critical thinking and problem solving, organisation, and reliability and responsibility. Further examples of these attributes are provided in Appendix B. At the end of the placement we will ask supervisors to assess students' proficiency in these areas so it will be helpful for students to have the opportunity to demonstrate their capabilities.

The structure and activities involved in each placement will differ based on the host organisation and can vary across the duration of the placement. Below are only a few ideas for activities during a professional placement.

- **Design and develop resources.** A placement could develop educational, health promotion or marketing resources in the area of psychological health and wellbeing e.g. video and digital materials including infographics.
- **Data collection and analysis.** Focused research placements, for example running a survey on staff which would involve data collection, data analyses, statistics, visualisation and reporting.
- **Literature review.** A placement could include conducting a review of the literature in an area of your choosing and a summary report of the findings for your organisation.
- **Services aligned with mental health.** Placement students could provide assistance with allied health and disability services. This could range from assisting the patient liaison officer or support with admin and daily tasks.
- **Professional communication roles.** The placement could be focused on client/customer engagement e.g. scheduling, record keeping, admin support and communication tasks.

## Duration of placement

Students will complete a research or experience-based program of work jointly defined by the host organisation and the unit coordinator. The placement requires that the student completes a minimum of 72 hours and maximum of 96 hours of relevant, voluntary work.

There are 12 weeks in Semester 2 which runs from July - October 2025. Therefore, we envisage this to take the form of **1 day per week for 12 weeks** but alternative time configurations are acceptable, should they suit your needs, as well as the student's requirement to manage any existing work/study commitments. It is up to the host to decide the distribution of 96 hours of engagement across the course timeline of the placement student they would ideally like. For example, 1 day a week at 8 hours, or 2 days a week at 4 hours. The unit coordinators will try to place students in conjunction with these schedules.

We are also supportive of students undertaking placement via a hybrid format of on-site and remote hours, with a minimum of 50% of their dedicated hours on-site.

Students are asked to log the hours involved in placement including any related hours which may be completed remotely if mutually agreed by you and the student. We ask that you sign off on the log book entries to confirm authenticity.

## Timeline for placement:

	Student timeline	Host timeline
<b>May</b>	<p><b>Early May:</b> Student information session (in person). Host organisations and areas of placement opportunities presented to students.</p> <p><b>End of May:</b> Student expression of interest (EOI) is gathered based on the host organisation description of the placement.</p>	<p><b>May:</b> Agreements process. All student placement agreements should be signed by May 31st</p> <p><b>End of May:</b> Hosts fill out extra preferred placement details and requirements using <a href="#">this form</a>.</p>
<b>June</b>	<p><b>Early June:</b> Student interviews</p> <p><b>End of June:</b> Preliminary matching of students to hosts</p>	<p><b>June:</b> Host schedules are completed to assist matching of students to host organisations</p>
<b>July</b>	<p><b>Early July:</b> Student(s) informed of matching and must have signed legal agreements and acknowledgements</p> <p><b>End of July:</b> Semester 2 teaching period begins. First lecture (in person) is held on 31st July.. Students commence placement.</p>	<p><b>Early-Mid July:</b> Hosts informed of matched student(s). Schedules finalised and signed by host and student(s)</p> <p><b>End of July:</b> Student(s) can begin placement from the end of July/early August.</p>
<b>Sept</b>	Complete mid-program report	Review mid-program report with student
<b>Oct/ Nov</b>	Semester two teaching weeks end October 24th. End of teaching period Nov 21. Placement concludes.	Student placement concludes. Complete end of placement report.

## Placement Student Supervision

Appendix E outlines the rights and responsibilities of the placement supervisor.

We request that you have at least 3 formal supervision meetings with the student at the start, middle and end of the placement.

- **Orientation meeting.** This will allow you to set goals and outline the structure of the placement, address any OHS, confidentiality and ethics requirements for the student.
- **Mid-placement check in.** Review participation and performance and any further goals the host or student may want to outline in the remaining time of the placement.
- **End of placement review.** Review and feedback of the placement, including completion of the graduate attributes form (Appendix B), in addition to career aspirations as appropriate.

We encourage additional informal supervision throughout the placement to provide guidance and opportunities for engagement across the workplace.

If there are concerns about the student and/or their performance within the placement, please contact the placement support team as soon as possible.

## Remuneration

Work integrated learning placements are unpaid since the student is undertaking the placement as a requirement of their course of study. The student is responsible for all costs such as accommodation and travel, and for ensuring that he/she has sufficient funds to cover the placement.

## Intellectual Property

Ownership of any intellectual property developed by the student during the placement will remain with the host organisation. This is outlined in Clause 8.6 of the Student Placement Agreement for hosts external to Monash University.

## Insurance Coverage

As per clause 12.1 of the signed Host Agreement completed prior to engagement with our placement program, all students completing an unpaid placement experience as part of their coursework are covered under Monash University's student workplace insurance policies. The various student workplace insurance policies cover:

- Personal accident for student injury, capital, medical and loss of income benefits. The Policy does not pay the Medicare/private health gap.
- Public liability for student's legal liability to third parties in respect to physical injury and/or property damage caused as a result of their negligence.
- Professional indemnity for student's civil liability committed in their professional duty, but only within the limits of their training.

If the student and host organisation agree for the student to continue in a volunteer capacity past the agreed placement period, the organisation must provide their own insurance cover for the student. If an accident, injury or incident should occur while on placement, it must be reported immediately to the placement team. The placement team is responsible for reporting the incident to the university and will ensure the university procedures are followed. The importance of reporting any adverse events is reinforced to students prior to placement commencement and information is provided about support services.

## Risk Management

Students should be made aware of any potential hazards or risks that could present during their placement period. Host organisations, and the Placement Supervisor, have an obligation to systems for a safe place of work or study and that students are not put at risk during the placement. To assist with this, students must participate in an occupational health and safety (OHS) induction as part of the orientation meeting provided by the host organisation as outlined in the Induction section below.

If at any time on placement the student feels unsafe with a potential or actual risk, it has been communicated to students they must notify their Placement Supervisor and/or the Monash placement team.

## Other Placement Requirements (Compliance)

All students will have a Police Check and Working with Childrens check prior to the commencement of their placement. Please inform the placement team without delay if a placement within your organisation has other inherent requirements, such as an NDIS Worker Screening Check, vaccinations, first aid certificate, driver's licence or any other requirement prior to placement commencement.

The placement team will support the student in obtaining any of the aforementioned checks, however if there is any in-house training relevant to these requirements please let us know and this will be communicated to students.

## **Conduct on Placement**

While on placement, it has been communicated to students the levels of professionalism and Fitness for Practice required of them to engage in their placement. Students are expected to maintain these standards and adhere to all organisational policies and procedures, particularly those related to occupational health and safety. We have requested they clarify this directly with the organisation prior to, or during their orientation/induction meeting with the Placement Supervisor.

If you have any concerns about the student's behaviour, please contact the placement team immediately and we will follow the appropriate frameworks and procedures related to Fitness for Practice concerns. Students have been made aware of these procedures prior to placement commencement.

## **Attendance and Absences**

Students are required to be present at the workplace for the agreed-upon hours per week, as specified in their Placement Schedule, unless you have formally approved some of these hours to be completed off-site. If completing work off-site, the student should communicate to you when they sign in and off for the day.

In the event of illness or a personal or family emergency necessitating absence from the placement, students have been instructed to notify you, and the placement team, as soon as possible.

If you have any continuing concerns related to student placement attendance, please contact the placement team.

## **Confidentiality and Privacy**

Students understand the importance of confidentiality and privacy during their placement, and that they must respect the confidentiality of all information such as personal data from interviews, surveys, organisational practices, databases, and commercially sensitive material.

Notably, students have been made aware that they are required to keep all aforementioned confidential information confidential, unless otherwise stipulated.

Students are also required to ensure that personal information, whether directly or indirectly identifiable, or anything covered by a confidentiality agreement of the organisation, is not collected for the purposes of their coursework assessment. We have also encouraged students to discuss with you how material can be presented for the purposes of assessment while preserving confidentiality.

If you have additional internal confidentiality agreements you would like the student to sign, please include these in your in-house induction.

## **Vehicle Use**

Students may travel in a vehicle with their supervisor as part of their placement or utilise vehicles owned by the host organisation ('fleet cars') as needed for placement matters. However, Monash cannot provide insurance for these vehicles, as the Monash University Public Liability policy excludes motor liabilities, and therefore insurance remains under "third party liability" cover of the vehicle concerned. There should be no expectation for students to use their personal vehicle for the purposes of placement related activities.

## Induction

Placement providers are required to provide students with an appropriate orientation and induction to the workplace either in person or online, including: the structure, function and code of conduct of the organisation; IT systems; safety and emergency procedures, including those relating to occupational aggression and violence, workplace injury and making claims of harassment and bullying; quality and infection control; any relevant mandatory training; privacy and confidentiality; scope of practice; student support; any specific organisational and/or professional requirements.

The University OHS Guidelines for Work Integrated WIL Student Placement and Co-Curricular Internships include the requirement that students complete a Health and Safety Briefing and complete an Induction Checklist before they start engaging in work or professional activities at their placement.

Health and Safety briefings should cover:

- Basic workplace health and safety issues e.g. emergency evacuation procedures, First Aid, Hazard & Incident reporting.
- Significant safety issues, which are specific to the type of work being undertaken (e.g. ergonomics, manual handling or infection control).
- For significant risk organisations should also cover significant safety issues that are specific to the type of work being undertaken, e.g. the procedure to be followed where a student may encounter violent or aggressive behaviour, infection control follow - up or chemical spill procedures.

## Safe practice obligations

Throughout the placement students will:

1. Report injuries and near misses (accidents that might have occurred but did not occur) immediately to their placement supervisor.
2. Report any hazards you encounter on placement to their supervisor. A hazard can affect you, a client or the environment.
3. Log any incidents that occur during placement in S.A.R.A.H (Safety And Risk Analysis Hub) which is the Monash incident online database. Refer to the Monash placement contact for help.
4. Participate and contribute in meetings, training and other environment, health and safety activities as required.
5. Co-operate with instructions given by emergency response personnel such as emergency wardens and first aid personnel whether you are on placement.
6. Cooperate with university and placement provider in activities related to compliance with Occupational Health and Safety Legislation.
7. Be familiar with correct use of safety devices and where appropriate personal protective equipment.

## Student Obligations on Placement

1. Students will not be excused from placement due to other work and study commitments and are responsible for ensuring commitments do not conflict with placements. Full time students must be available to attend full time placements.
2. Students must be able to undertake shift work or after hours work if required within a placement (for some courses this may include night shift and shifts on weekends and public holidays).
3. Students must notify appropriate staff in a timely manner when unable to attend an allocated placement.
4. Students must be ready to begin their placement day at the designated start time, which in some cases may mean arriving at the venue 15 minutes prior to start time.
5. A student may become ill during placement and be unable to complete the required hours due to injury or another event. If this circumstance occurs the unit coordinator and the placement supervisor **MUST** be notified.
6. Students **MUST** consider whether attending placement with an illness will pose a risk to people whose immunity may already be compromised, as well as putting colleagues and themselves at risk.
7. In the event of running late for a placement, the student **MUST** contact their placement educator/supervisor by telephone and advise the relevant person of the anticipated time of arrival. Text messages or emails are not acceptable unless students receive amended advice from their unit coordinator or delegate.
8. In the event of being unable to attend a placement, students **MUST** inform their immediate workplace supervisor by telephone as soon as possible but no later than 15 minutes prior to the commencement of the roster or shift and tell them they will not be reporting for their placement. Text messages or emails are not acceptable unless students receive amended advice from their unit coordinator or delegate.
9. In the event of being unable to attend a placement, students **MUST** also contact the Unit Coordinator or delegate by email and advise that they are unable to commence or complete the shift, or continue a placement and must also provide written reasons for this absence to the relevant Unit Coordinator or delegate within 24 hours.
10. Students need to be aware that circumstances outside of the control of the University may necessitate a very late change (right up to the day of the commencement of the placement) to their placement allocation. Students **MUST** check their Monash email account and the relevant Moodle site on a daily basis.
11. Students **MUST** declare any planned absences well in advance ideally giving a semester's notice. This leave will be recorded as absent days.

# Checklist

## Lead up to placement starting

- Understand the requirements of the placement as laid out in this placement guide and the student placement agreement that you have signed between Monash University and your organisation.
- Submit the host organisation placement details form ([see here](#)) to provide the details of the placement tasks/projects and any requirements your organisation may have
- Identify any additional requirements specific to your organisation (note: all students will already have a police check and a working with children's check)
- Assign a supervisor to the placement (**this does not have to be a registered psychologist and does not need to be someone with clinical experience**)
- Identify appropriate experiences, training, tasks, projects that the student will undertake
- Once a student has been allocated to your organisation, plan their initial placement induction and introduction with them
- Arrange an adequate workspace, access to equipment, and resources for the student to use during their placement
- Ensure students are aware of security access details, dress code, parking arrangements and any other relevant information

## Induction

- Please be aware that this placement may be the student's first professional experience within an external organisation. They may feel shy, unconfident, or nervous, so it is important to help them feel at ease and facilitate their integration into your team.
- Introduce the student to their supervisor, team members and any other key personnel in your organisation.
- Familiarise the student with the location of their desk (if applicable), fire exits, relevant resources, and other amenities.
- Assist the student with gaining access to relevant equipment, software and login credentials to any online platforms.
- Provide the student with relevant training for their placement as required.
- Ensure the student is aware of key policies, including OH&S protocols, social media, dress code, workplace behaviour and privacy regulations.
- Identify and communicate preferred methods for reporting and communication and make the student aware of your availability as the supervisor.
- Establish modes and frequency of communication, including instructions, guidance, feedback, mentoring, questions, and evaluations.

## Whilst on Placement

- Make a plan for regular supervision / mentoring meetings to discuss their goals, progress and opportunities for improvement. **The student will complete a mid-program review that they are required to discuss with their placement supervisor.**
- Clearly communicate expectations to the student and provide feedback where required (both verbal and written) to support their learning progress.
- Recognise and praise the student's achievements, as this serves as a powerful motivator and reinforces their learning.
- Foster a supportive learning environment by encouraging students to ask questions and share their ideas.
- Motivate students to seek solutions independently before seeking assistance.

- Encourage students to reflect on their successes and challenges to develop their professional judgement skills.
- Help students understand how their tasks contribute to the broader goals of your organisation.
- Be patient and understanding, recognising that this may be the student's first professional experience.
- Whenever possible, give students a sense of ownership over their tasks, such as by assigning them specific projects.
- Ensure the student understands instructions by asking them to repeat the tasks in their own words.
- Inform the Monash University Placement team immediately if any issues arise or if the student encounters difficulties in meeting placement objectives. You can communicate this using this form (PSY3034 - Placement Feedback Form).

#### **At the end of the Placement**

- **Complete the end of placement feedback report**
- Discuss any improvements for the student to make going forward and, if relevant, provide them with your details to act as a referee for future employment.

*Please see Appendix E for more information.*

**THANK YOU**

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#### **The Placement Team**

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## Appendix A: Placement Progress Tracking

Students will keep record of their placement hours and general activities completed, and will reflect on their experiences regularly. Below provides examples of some of the reflective questions students may ask of themselves during their placement.

Timesheets of placement hours will be presented to host supervisors for sign off at the end of the placement.

<b>Student Name:</b>		<b>Date:</b>
<b>Starting time:</b>	<b>Finishing Time:</b>	<b>Total Hours:</b>
Start/Finish	Task(s)	
<b>Brief Reflection:</b> <ul style="list-style-type: none"> <li>• What are your key learnings?</li> <li>• What competencies have you been using</li> <li>• What could you have done more of?</li> <li>• What professional development have you observed?</li> <li>• Have there been any critical incidents?</li> </ul>		

Name of Placement Supervisor:	
Signature:	Date:

## Appendix B: Examples of Placement Competency/Skill Areas

In the placement, students will develop a wide range of competencies and skills categorised into six core areas. Each area integrates psychological theories with practical applications, ensuring a comprehensive developmental experience.

### **Integrity & Ethical Practice:**

The student maintains standards around ethics and cultural sensitivities in the workplace and with the target audience.

- Uphold honesty and integrity in all professional activities.
- Demonstrate transparency and honesty in communication and actions.
- Exhibit consistency in ethical behaviour, regardless of context.
- Apply ethical reasoning to make decisions in complex situations.
- Seek advice and guidance when faced with ethical dilemmas.
- Integrate ethical considerations into daily work practices.

### **Responsibility & Reliability:**

The student maintains standards around professionalism and responsibility within the workplace:

- Work effectively without constant supervision.
- Propose improvements to processes proactively.
- Initiate discussions on work requirements independently.
- Adhere to agreed work hours and maintain punctuality.
- Fulfil commitments and promises.
- Maintain a professional demeanour at all times.
- Take responsibility for one's actions and their consequences.

### **Communication and Interpersonal Skills:**

- Utilise appropriate language and tone in all forms of communication.
- Select the most effective style and medium for each specific context.
- Clearly and comprehensively articulate ideas verbally and in writing.
- Produce clear and concise written reports and summaries.
- Communicate professional expectations, benefits, and challenges of working in interdisciplinary environments effectively.
- Explore effective collaboration techniques with coworkers and supervisors.

### **Transferable & Work Ready Skills:**

The student is gaining skills necessary for teamwork in the workplace.

- Actively participate and contribute to team meetings.
- Collaborate positively and constructively with colleagues.
- Complete tasks reliably as allocated by the team.
- Offer help to team members proactively.
- Prioritise tasks effectively.
- Meet deadlines and complete tasks within specified timeframes.
- Develop realistic and actionable plans for projects.

The student also exhibits problem solving and critical thinking skills, transferring coursework skills into the workplace.

- Identify problems and deconstruct them into manageable components.
- Develop practical and innovative solutions.
- Generate multiple strategies for complex challenges.
- Exhibit innovation and manage risks in solution development.
- Analytically and objectively evaluate data and information.

- Make informed decisions based on thorough analysis and reflection.
- Exercise critical thinking and professional judgement in workplace scenarios.

### **Self-awareness and Personal Development:**

- Recognize and understand the impact of one's actions on others.
- Articulate personal capabilities and apply them effectively at work.
- Seek help in areas of lesser skill and identify opportunities for personal growth.
- Engage in self-reflection on transferable knowledge and professional growth.
- Engage in peer discussions about appropriate professional conduct.
- Understand the applications of psychology skills and knowledge in diverse settings beyond clinical psychology.
- Gain real-world industry experience, enhancing professional practice and work-readiness.
- Develop translational communication skills that bridge theory and practice.

### **Regulations:**

The student shows an understanding of the workplace norms & policies.

- Demonstrate a thorough understanding of relevant guidelines and policies.
- Consistently apply policies and procedures accurately.
- Stay informed about updates and changes to regulations.
- Seek clarification when guidelines are ambiguous.
- Ensure compliance with legal and ethical standards in all activities.

This structure encourages a holistic approach to professional development, intertwining psychological understanding with practical skills essential for a successful transition into diverse professional environments.



## Appendix C: Placement Completion Forms



# PSY3034 - Psychological Science in Practice

## Confirmation of Placement Completion

*This information should be completed by the student first, before sending the form to their placement supervisor.*

**Monash Student ID:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Unit Title/Year:** PSY3034, Semester 2 2025

*This statement is to be completed by the placement supervisor upon completion of the placement. The student should be completing 96 hours of placement.*

**Once complete, please also complete the [Professional Practice Evaluation Form](#) for your student, which informs one of their assessments.**

**Placement organisation/host name:** \_\_\_\_\_

**Supervisor Name:** \_\_\_\_\_

I hereby confirm that \_\_\_\_\_  
has completed \_\_\_\_\_ placement hours with us, and I have sighted  
timesheets that verify this number of hours and associated placement  
tasks/experiences as per the agreed arrangement.

**Supervisor signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*Thank you for partnering with Monash University for this important placement opportunity.*

***Students, please ensure you provide a copy of your timesheets for your supervisor to verify, and then submit this signed form via the relevant drop box within the Placement Resources section on Moodle once signed.***

## Appendix D: Template Feedback Report - Professional Practice Evaluation

# PSY3034 – Psychological Science in Practice Professional Practice Evaluation

Student name:					
Organisation name:					
<i>Please complete based on your experience hosting a Monash student</i>					
<b>Please provide a qualitative assessment for each category</b>					
<b>1. Integrity and Ethical Practice</b>	<b>Significant Concerns</b>	<b>Minor Concerns</b>	<b>Consistently Achieved</b>	<b>Excellent Achievement</b>	<b>Not applicable/ Not observed</b>
Honesty/Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of ethical reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>					
<b>2. Responsibility and Reliability</b>	<b>Significant Concerns</b>	<b>Minor Concerns</b>	<b>Consistently Achieved</b>	<b>Excellent Achievement</b>	<b>Not applicable/ Not observed</b>
Enthusiasm and commitment to placement (attitude)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuality/Time Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professionalism in engagements and interactions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organisational skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>					
<b>3. Communication and Interpersonal Skills</b>	<b>Significant Concerns</b>	<b>Minor Concerns</b>	<b>Consistently Achieved</b>	<b>Excellent Achievement</b>	<b>Not applicable/ Not observed</b>
Use of appropriate verbal and non-verbal language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication and interpersonal skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect for workplace staff and clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to work collaboratively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>					
<b>4. Transferable/Work Ready skills</b>	<b>Significant Concerns</b>	<b>Minor Concerns</b>	<b>Consistently Achieved</b>	<b>Excellent Achievement</b>	<b>Not applicable/ Not observed</b>

Evidence of independent thinking and initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insight in identifying problems and introducing effective solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity for critical thought and analysis and synthesis of ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of information technologies, including literature databases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>					
<b>5. Self-Awareness &amp; Personal Development</b>	<b>Significant Concerns</b>	<b>Minor Concerns</b>	<b>Consistently Achieved</b>	<b>Excellent Achievement</b>	<b>Not applicable/ Not observed</b>
Reflects and acts upon own skills and performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepts and responds to feedback appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>					
<b>6. Regulation</b>	<b>Significant Concerns</b>	<b>Minor Concerns</b>	<b>Consistently Achieved</b>	<b>Excellent Achievement</b>	<b>Not applicable/ Not observed</b>
Knowledge and practice of guidelines and policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall general professional presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>					
<b>Strengths:</b>			<b>Areas for development:</b>		
Name of Placement Supervisor:					
Signature:			Date:		
<b>Please click this link to submit your report.</b>					

**NOTE: THIS IS TO COMPLETED BY THE HOST SUPERVISOR AT THE END OF PLACEMENT VIA GOOGLE FORM. THE LINK WILL BE PROVIDED IN THE COMPLETION SIGN OFF DOCUMENTATION.**

## Appendix E: Rights and Responsibilities

The Placement Supervisor	The Monash Placement Team	Monash Psychology Student(s)
<ul style="list-style-type: none"> <li>✓ Facilitate the student's integration into your organisation, including induction, workspace setup, and introductions.</li> <li>✓ Make the student(s) feel like a valued team member during their placement.</li> <li>✓ Provide access to necessary information and facilities for the placement.</li> <li>✓ Ensure the student(s) is aware of relevant policies, rules, procedures, and OHS guidelines.</li> <li>✓ Select suitable individuals or team members to assist or collaborate with the student(s).</li> <li>✓ Supervise and support the student's placement activities.</li> <li>✓ Hold regular supervision meetings to discuss progress.</li> <li>✓ Provide feedback, coaching, and mentoring.</li> <li>✓ Update the Monash placement team regarding any concerns about the student's progress through feedback forms.</li> <li>✓ Discuss the student's mid-placement review with them during supervision.</li> <li>✓ Complete the final feedback report (professional practice evaluation) at the end of the placement.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Coordinate with the host organisation to establish the necessary groundwork for the student's placement, including student placement agreement contract, schedules and student acknowledgement forms.</li> <li>✓ Act as a liaison between the student and host organisation to ensure a productive working relationship.</li> <li>✓ Provide advice, guidance, and moral support to the student as needed during the placement.</li> <li>✓ Clarify the organisation's role and responsibilities within the PSY3034 unit..</li> <li>✓ Maintain communication with the host organisation and placement supervisor to monitor student progress and offer additional support if required.</li> <li>✓ Organise and oversee the completion of assessments during the unit and final feedback report from the host organisation.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Adhere to the organisation's rules, regulations, and staff directions.</li> <li>✓ Understand and follow the ethical standards and work practices of the organisation.</li> <li>✓ Familiarise yourself with the organisation's professional and administrative procedures, including emergency protocols.</li> <li>✓ Engage with the organisation and staff, actively participating in professional activities.</li> <li>✓ Agree on attendance times with the organisation and renegotiate in advance if changes are needed.</li> <li>✓ Complete and submit weekly reflective logs for review by the Monash Chief Examiner and Unit Coordinator.</li> <li>✓ Consult with the Placement Supervisor on any unclear matters or issues affecting the working relationship.</li> <li>✓ Treat the placement role with the same seriousness as a real job.</li> <li>✓ Maintain confidentiality and any other relevant policies at all times.</li> <li>✓ Fulfil all assessment requirements, including reflective logs, feedback reports (professional practice evaluation), curriculum activities and arranging meetings with your placement supervisor to complete the final report.</li> </ul>