



One Red Tree

RESOURCE CENTRE INC

SCHOOL OUTREACH BOOKLET

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**One Red Tree
Resource Centre**

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Ararat Rural City

Welcome to the One Red Tree Resource Centre Inc School Outreach Program.

We are thrilled to be in the position to offer your school a professional psychological support service, made possible through our partnership with Federation University- Ballarat, La Trobe University, Monash University, Australian Catholic University and the Ararat Rural City Council.

To ensure your provisional psychologist has the optimum experience during their semester-long placement within your school, and so your school has the optimum experience with your provisional psychologist, we have some guidelines to assist.

About the School Outreach Program

The School Outreach Program is a partnership between schools in the Ararat/Stawell areas, One Red Tree Resource Centre Inc, various universities and Ararat Rural City Council. The aim of the school outreach program is to increase access to psychological services by placing provisionally registered psychologists in schools to provide targeted, short term psychological assessment and intervention. Provisional psychologists will be enrolled in Masters of Psychology programs at Federation University and completing a placement through One Red Tree Resource Centre Inc. All provisionally registered psychologists participating in the program are in their 5th or 6th year of training and practising under the supervision of an experienced, accredited clinical psychologist.

The provisional psychologist will work within the school 2 days per week, where they will provide opportunities to work with identified students.

Who is the service for in your school?

The school outreach program is suitable for primary and secondary school students who are “at risk” of developing a mental illness, have some symptoms of psychological distress or mental illness, or who have an established mental illness of *mild to moderate intensity* and who have *low levels of risk* to self and/or others.

Intake and referral process

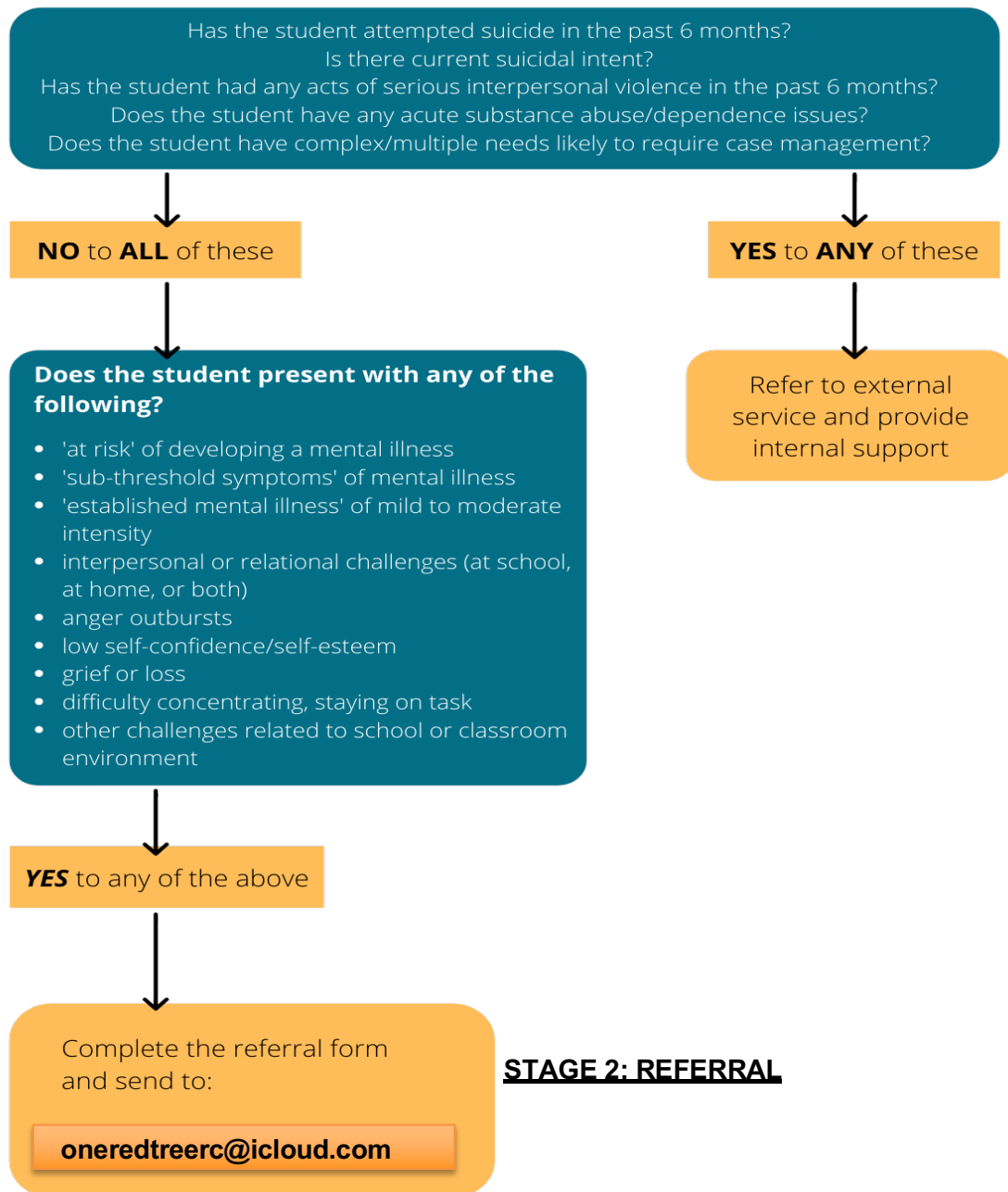
The school wellbeing team/principal/assistant principal will identify students who may benefit from the program. The school will seek informed consent from the parent/guardian before making a referral to the program. The student should not already be receiving professional psychological services from outside the school.

Identified students can be any mix your school chooses. It is not expected for schools to have a child from each year level, it is up to the school to choose students who need professional help the most, regardless of their year level.

The referral and intake process should follow the procedure outlined below:

INTAKE AND REFERRAL PROCESS

STAGE 1: TRIAGE



STAGE 3: ALLOCATION AND CONSENT

The school will identify up to 10 students each semester to be allocated to the Provisional psychologist. At times, the provisional psychologist may request additional students if their workload allows.

The school will seek informed consent from the parent/guardian before making a referral to the program. Upon receiving consent, detailed consent forms will be provided electronically from One Red Tree Resource Centre directly to families.

Consent forms will be signed electronically – a digital copy will be sent to the nominated email address for the school welfare team and held on file at One Red Tree Resource Centre.

STAGE 4: ASSESSMENT

A thorough assessment of the child/adolescent's needs will be completed. 1-2 sessions

How is the assessment conducted?

The referral will be considered by the One Red Tree RC senior clinical psychologist/supervisor to ensure the referral is appropriate for the school outreach setting.

When a school student is allocated to a provisional psychologist, they will conduct a thorough assessment to understand the young person's presenting issues and further establish any potential risk issues.

For primary aged children, the assessment may include consultation with any or all of the classroom teacher, school welfare team and parents. In order to work with a primary aged child, it is important for the provisional psychologist to have a good understanding of the child's developmental history, their family structure, the important relationships in their life and their current problems or challenges.

Assessment sessions with Secondary students will typically be structured around the HEADS assessment, which provides a thorough understanding of the physical, social and emotional functioning of a young person.

The assessment may also include the use of formal assessment tools.

STAGE 5: INTERVENTION

6-8 sessions delivered according to the treatment plan and depending on individual needs.

What type of treatment is provided?

Treatment in the school outreach program is designed to be short-term and targeted. The provisional psychologist will work with students, teachers and parents to determine a primary goal for the treatment sessions and a plan to achieve that goal.

Treatment with adolescents will typically use cognitive-behavioural strategies and in many cases, will be centred around the modules designed for the *Brief Interventions for Youth Mental Health Tool Kit* that was developed by Headspace.

Interventions with primary aged children may be a combination of CBT focused approaches with the child in collaboration with parents and teachers.

STAGE 6: TERMINATION AND RECOMMENDATIONS

Provisional psychologists will seek consent from the client and their parent/guardian to provide a brief outcome summary and recommendations to the school and family.

What Happens at the end of the sessions?

At the conclusion of the treatment sessions, the provisional psychologist will seek consent from the student to share relevant information with parents and/or teachers to continue supporting the

young person at school and at home. With consent, the provisional psychologist will provide a summary report outlining strategies to support the young person in their school or home environment.

The report will also highlight recommendations for future treatment and referrals as required. It is important to note that for all cases, the welfare of the young person is the priority, and the provisional psychologist will only share information with the consent of the young person.

The time-limited nature of the school outreach program does not permit for ongoing treatment with a provisional psychologist beyond the 10 sessions. In some cases it may be possible and appropriate for the young person to be referred for further treatment or assessment.

YOU HAVE A PROVISIONAL PSYCHOLOGIST IN YOUR SCHOOL, NOW WHAT?

Welcome to your school

One Red Tree RC aims to provide provisional psychologists with an exceptional placement experience. They will be well-supported throughout their placement with close support and supervision from a Clinical Psychologist with specialist supervision accreditation in conjunction with the educational support they gain from the school. They will have the opportunity to become a 'staff member' of your school, building relationships with school leaders, wellbeing team members, teachers, education support staff, students and families. Schools are complex environments, and the provisional psychologist will need strong support to navigate their way through their placement by the school they are placed in. They will be placed in Ararat and Stawell schools at the same time as other provisional psychologists from participating universities, who will also be able to provide peer support as they progress through their placement.

Through regular communication on the needs of the students identified to work with the provisional psychologist, role-clarity with staff members, an understanding of the needs of the provisional psychologist and their experience working within a school organisation, and being welcomed into the school, the experience of placing a provisional psychologist will be beneficial and positive for all.

The psychologist will need to be introduced to members of the staff, including a welcome tour of the school and classrooms.

Appropriate space/requirements

The provisional psychologist must have a private space within the school for the length of an entire school day.

The space needs to have:

- Ability to close the door
- A work desk for the psychologist
- Lockable filing cabinet
- Whiteboard
- Landline phone (we have a small number of phones available to psychologists if it is impossible for the school to organise a landline phone)

- Chairs for both the psychologist, the student and family members if need be (room for 4)
- A 'Do Not Disturb' sign to hang outside the door when meetings are being held
- Resources for the psychologist to use in their sessions, for example; games such as Uno, Lego, cards, basketball, football, colouring-in sheets, pens/pencils, paper (anything that allows the opportunity for the psychologist to develop a rapport with students)

The psychologist needs to have access to a printer and internet connection. If the room has a window, it is important to have a blind, or another method to screen the window to avoid a loss of confidentiality.

Classroom observations:

It will be important for the psychologist to be welcomed into the classroom of the identified child, so as to build a rapport with the student, observe the student whilst in the classroom environment, build a rapport with the classroom teacher. They will endeavour to pre-organise with the teacher, but flexibility will be necessary as they may not always be able to pre-organise.

Staff professional development:

Your School Outreach package includes 1 X 1-hour staff professional development session per term- focused on the individual needs of the school. The psychologist will discuss the needs of the school with the school leaders/wellbeing team/ mental health wellbeing coordinator and will develop a program based on school recommendations/requirements, with the support of the clinical supervisor. School support will be required to assist the provisional psychologist.

Family information session (First term of placement):

Your School Outreach package includes 1 X 1-hour staff family information session per term- focused on the individual needs of the school. The psychologist will discuss the needs of the school with the school leaders/wellbeing team/ mental health wellbeing coordinator and will develop a program based on school recommendations/requirements, with the support of the clinical supervisor. School support will be required to assist the provisional psychologist.

Student cohort needs-based session (Second term of placement):

Your School Outreach package includes 1 X 1-hour student cohort session per term- focused on the individual needs of the school. The psychologist will discuss the needs of the school with the school leaders/wellbeing team/ mental health wellbeing coordinator/PLC leaders and will develop a session based on school recommendations/requirements, with the support of the clinical supervisor. School support will be required to assist the provisional psychologist.

What might the two onsite days look like for the provisional psychologist during their placement?

The provisional psychologist will have 120 contact hours over the semester, whilst at your school. These contact hours will consist of:

- Individual student sessions
- Consultation with teachers/school leaders/ education support staff/ wellbeing team members
- Contact with doctors, paediatricians, etc, involved in the care of the identified child

- Classroom observations
- Family consultation
- Staff professional development
- Invitations to PLC meetings, including Education Support Staff PLC meetings if required and deemed necessary
- Student cohort needs-based session
- Family information session
- Rapport building- eg. relationship building with students during recess periods.

The provisional psychologist will have non-contact hours over the semester, during the placement at your school. These non-contact hours will consist of:

- Planning and preparation time to develop- a tailored program for each individual identified child, staff professional development, family information sessions, and student cohort sessions
- A minimum of 1 hour per week individual clinical supervision and 1 hour per week group clinical supervision
- Case formulation
- Treatment planning and research
- Developing summary of recommendations for future support of child by family and classroom teachers

Provisional Psychologists will usually arrive at school at 8.30 am - unless they have a meeting organised with the school, One Red Tree RC or Federation University. The psychologist will communicate any changes to their timetable to the school leadership/wellbeing coordinator if/when needed.

Issues that may arise

It is exciting to have a provisional psychologist on-site. There is a tendency for staff to believe they now have a psychologist who is available to help them out at any time whenever they have a child in their class showing high-level behaviours, anxiety, disengagement, etc.

It is extremely important to discuss with staff the expectations of the role of the provisional psychologist as soon as they arrive in your school.

The psychologist will work closely with the teachers of identified students throughout their placement. Communication with the teachers is beneficial, although the psychologist cannot be available to assist the teacher each time the child demonstrates high-level behaviours. It takes time to build a rapport with the identified student and work through the therapeutic strategies, with behaviours not expected to have an immediate change. The provisional psychologist will not be able to provide immediate response to critical incidents or provide psychometric testing for PSD applications at this stage.

Pandemic provisions

If an identified student is required to isolate at home during the term, the provisional psychologist will continue to provide their therapeutic sessions through video conferencing. If the provisional psychologist is isolating, they will catch up upon their return.