

Identity Care Australia & New Zealand  
(iDcare)

***Clinical Placement & Research Policy***



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## Preface

This Policy should be read in conjunction with the iDcare Privacy Policy. iDcare maintains a tertiary sector hub that creates an important inter-disciplinary and inter-organisational function for tertiary sector staff and students. First, iDcare offers places for undergraduate and postgraduate students seeking clinical experience through the undertaking of work-based programs tailored to individual institution and course learning outcomes, whether it be counselling, psychology or related behavioural sciences disciplines. iDcare supports the Health Workforce Australia (2013) *National Guidelines for Clinical Placement Agreements* and its foundation principles as a key framework for the delivery of our clinical placement program.

Secondly, iDcare's access to unique data on the prevalence and impact of identity theft and misuse victim across Australia and New Zealand provides a highly unique and fertile ground for academic researchers and research students to pursue research programs that can directly inform prevention, awareness and response capabilities. Importantly, iDcare does not collect or share its data holdings with participants without consent from the originating source and compliance with Australian and New Zealand Privacy laws and national guidelines on the standard of human research ethics.

This Policy outlines the framework adopted by iDcare in the delivery of its clinical placement programs, and the process and requirements for supporting academic research activity and outputs. As an overriding principle, iDcare at all times must pursue its clinical placement and research support activities with the sole purpose of supporting the individual interests of identity theft and misuse victims. Programs for clinical placement and research are carefully constructed to ensure that iDcare Objects are at all times prioritised (see the Attachment A for a list of iDcare's Objects as per its Constitution).

## Table of Contents

Background to iDcare .....	4
iDcare Role & Governance.....	4
Need to Support Clinical Placements .....	5
iDcare’s Support and Adherence to Clinical Placement Principles.....	5
<i>Principle 1: Clarity</i> .....	5
<i>Principle 2: Quality</i> .....	6
<i>Principle 3: Culture</i> .....	8
Clinical Placement Programs .....	10
Clinical Placement Supervision .....	11
Pursuing a Clinical Placement with iDcare.....	11
Research Program .....	12
Engaging with iDcare on Research .....	12
Requirements on the Usage of iDcare Data and Services .....	12
Board Authorised Fees .....	13
Commitment to Ethical Research Practice .....	13
Attachment A: iDcare Objects .....	15
Attachment B: Application to Conduct Research .....	16

## Background to iDcare

1. Identity theft is the theft or misuse of a person's identity, with or without their consent, to obtain a benefit or avoid a loss by deception (Commonwealth of Australia, 2012). Identity misuse is the extension of this definition to include the theft and deceptive use of credentials associated with a person's identity, such as the theft and usage of a person's credit card information. Common forms of identity theft and misuse include card skimming, the unauthorised access to a person's identifying information through hacking and related cyber crimes, and the impersonation of an individual to receive government benefits. The Commonwealth Attorney-General's Department (2014) estimate that there are over 1.7 million Australians each year that experience identity theft and misuse. In fact, the size of identity theft is increasing to a point that criminals have created wholesale markets on-line to trade in bulk stolen identity data from across the world.<sup>1</sup>

2. The impact to individuals, communities and organisations across government and industry is profound. Research conducted by iDcare (2014) reveals that approximately one third of Australians and New Zealanders impacted by identity theft and misuse experience other than financial impacts requiring support, such as from qualified health practitioners. For iDcare to support clients it is essential that the delivery of our services always contribute to our primary Object of supporting the interests of identity theft and misuse victims across Australia and New Zealand. In pursuing this primary Object, iDcare delivers a number of services, including:

- Leading Australia & New Zealand's identity theft victim support Case Management Centre;
- Undertaking victim focus groups across Australia and New Zealand;
- Conducting perpetrator intervention sessions;
- Delivering community awareness raising programs, such as our "Building Community Resilience to Fraud" program across rural and remote communities;
- Developing and accrediting public and private sector organisations against our Code of Practice that strengthens organisational response capabilities to identity theft and misuse; and
- Shaping organisational capabilities and key support measures to integrate and build upon iDcare's activities.

## iDcare Role & Governance

3. Identity Care Australia & New Zealand Ltd or iDcare is a non-profit company limited by guarantee and registered Australian charity established in May 2013 on the Sunshine Coast. It has been formed as a joint public-private sector partnership to

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<sup>1</sup> <http://www.infosecurity-magazine.com/view/24811/>

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provide first response support to individual and business victims of identity theft and misuse across Australia and New Zealand.

3. iDcare has a Board, made up of elected member organisation representatives and independent members. The iDcare Managing Director, elected by the Board, is also a voting member. The iDcare Board meets at least quarterly and defines and monitors the strategic direction, priorities and activities of iDcare in accordance with its Objects. The Board has its own Charter that establishes the role of Directors, their Code of Practice, and responsibilities. Amongst the Board's responsibilities is the endorsement every two years of iDcare's priority research topics. These topics are designed to inform academic researchers and students of themes that have been identified as being of importance in furthering the interests of victims of identity theft and misuse. A copy of the current research priorities is available on the iDcare website or upon request (please email your request to [research@idcare.org](mailto:research@idcare.org)).

### **Need to Support Clinical Placements**

4. iDcare has developed a Clinical Placement Program for undergraduate and postgraduate students undertaking behavioural science related programs. Our Clinical Placement Program is designed to be flexible in delivering against an agreed program of work experience that contributes directly to the assessment and learning outcomes defined by the tertiary institution provider.

5. The Clinical Placement Program is a mutually beneficial activity that provides direct support to iDcare's charitable services to the community, particularly in relation to our Case Management Centre and outreach programs. In return, the experienced gained with iDcare provides great benefits to the students and tertiary institutions in meeting course learning needs and outcomes for accreditation with relevant professional bodies.

### **iDcare's Support and Adherence to Clinical Placement Principles**

6. iDcare supports the Health Workforce Australia's *Clinical Supervision Support Program and Principles*. iDcare's Clinical Placement Program is aligned to the HWA Principles which are documented as follows and supplemented with additional information on how the iDcare Clinical Placement Program supports them:

#### **Principle 1: Clarity**

##### ***Roles and responsibilities***

7. The roles and responsibilities of all participants involved in the clinical supervision process should be clearly stated, communicated, and documented as appropriate. For this purpose, participants in the process include students, clinical supervisors,

managers and staff at placement sites, and relevant staff from educational institutions.

*8. iDcare Supplement – iDcare establishes with the home tertiary institution a specific clinical placement program agreement that documents the roles and responsibilities of each party. In addition, upon the selection of the individual performing the clinical placement, a separate individual agreement is prepared and endorsed by both parties that clearly explains the roles and responsibilities of all participants involved in the clinical supervision process.*

### **Expectations of supervisors, students and placement sites**

9. To guide the clinical supervision process, expectations and learning objectives of clinical placements should be clearly articulated. To ensure health service delivery requirements are met, expectations of the clinical placement site should be clearly articulated.

*10. iDcare Supplement – each course and institution have slightly different assessment, learning objectives and outcomes expected from a clinical placement. Prior to offering Clinical Placements at iDcare, the home tertiary institution and iDcare discuss and agree upon a program of work that captures the assessment, learning objectives and outcomes needed from the Clinical Placement. A process for monitoring activities and outcomes from the Clinical Placement against these agreed learning objectives and outcomes is agreed between iDcare, the individual, and the home tertiary institution. The process for monitoring activities and performance against agreed objectives and outcomes will be influenced by the type of experience undertaken, its timeframes and deliverables.*

## **Principle 2: Quality**

### **Patient-client care**

11. Patient-client care provided during clinical placements must be safe, of high quality, appropriate and effective, and be the overriding priority.

*12. iDcare Supplement – iDcare has developed a number of best practice frameworks for the case management and support of victims of identity theft and misuse. iDcare has its own Code of Practice that includes specific provisions for the support of clients confronted with identity theft and misuse that has been informed through engaging with over 200 organisations across the public and private sectors in Australia and New Zealand. The iDcare Code of Practice is reviewed quarterly and circulated widely.*

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### *Clinical supervisor knowledge and skills*

13. A recommended core set of knowledge, skills and attributes for clinical supervisors to deliver clinical supervision should be defined.

*14. iDcare Supplement – Section 35 this Policy contains information about the recommended core set of knowledge, skills and experience required of iDcare staff that perform Clinical Supervisor roles.*

### **Education program attributes**

15. The education program underlying the clinical placement should:

- Be based on contemporary teaching methods, including role modelling and adult learning principles.
- Reflect a diversity of experience, including opportunities for interprofessional learning and exposure to non-traditional settings, where appropriate.
- Provide adequate exposure to the relevant scope of practice for the profession.
- Incorporate and support valid, reliable student feedback, assessment and reporting tools and processes aligned to the stated learning objectives.

*16. iDcare Supplement – iDcare supervisors have strong experience in delivering adult education, particularly in a tertiary education environment. iDcare in its own right conducts training and workshops related to the case management and support of individuals confronting crime and their victimisation. Our education program attributes agreed in partnership with the home tertiary institution adheres to this Principle.*

### **Preparation and support**

17. Clinical supervision is most effective when clinical supervisors and students are adequately prepared and supported. They should be provided with an understanding of profession-specific requirements and learning objectives, clinical placement site requirements and ongoing support and access to relevant resources throughout the clinical placement experience.

18. Supervisors should have access to or be provided with training in the core set of knowledge, skills and attributes for quality clinical supervision. Students should have access to or be provided with adequate orientation to the clinical placement setting. Ongoing support for student welfare must also be emphasised, to enhance student participation and retention.

*19. iDcare Supplement – following an agreement on the requirements of the clinical placement between all parties, the individual will undertake an approved orientation program with iDcare that will detail the learning objectives, expectations, support*

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*services, and knowledge requirements for their placement. The orientation will assist iDcare to identify additional support areas required throughout the individual's clinical placement.*

### **Self-reflection and continuous improvement**

20. Clinical supervisors, as competent health practitioners, should reflect on their practice and engage in life-long learning to sustain their professional development. Clinical supervisors should apply learner-centred approaches and encourage aspirational achievement within a collaborative and culturally competent environment.

*21. iDcare Supplement – iDcare supports its staff in undertaking professional development in accordance with their professional membership obligations as well as to directly support and contribute the continuous improvement of our services.*

### **Principle 3: Culture**

#### **Organisations**

22. The objectives of organisations providing clinical education and training should include a strong and measurable commitment to clinical education and training, innovation and improvement.

*23. iDcare Supplement – iDcare's policy on Clinical Placement and Research (this Policy) strongly advocates the commitment iDcare has to clinical education and training. Our Constitution goes further to commit iDcare to continuous improvement and innovation in supporting the interests of identity theft and misuse victims across Australia and New Zealand.*

#### **Flexibility**

24. Clinical supervision occurs at many different levels in the health system, and the practice must be applied flexibly across a broad range of settings and professions, enabling the clinical supervision arrangements to respond to demand.

*25. iDcare Supplement – iDcare offers a flexible clinical placement program to meet the diverse learning needs of individuals and requirements of home institutions. Our services to the community are diverse, and offer clinical placements that cover a broad range of learning objectives and outcome needs. iDcare also supports a cross-disciplinary research program to advance the clinical work undertaken, including innovative clinical experience design and support service delivery across remote and rural communities.*



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### **Relationships**

26. Clinical supervision capacity and capability, and its expansion, should be supported by strong collaborative relationships among participants involved in the supervision process, including between the health and education sectors, on an interprofessional basis, and between the supervisor and the student.

*27. iDcare Supplement – iDcare believes strongly in the role of the education sector in both teaching and training professionals to meet the needs of the community into the future. The Education Sector is an important stakeholder group for iDcare in participating in the raising of awareness and understanding of the risks of identity theft and misuse, and as a document issuer and document user in its own right.*

### **Learning environment**

28. Clinical placements should facilitate education and learning in a safe, supportive and appropriately resourced work environment.

*29. iDcare Supplement – iDcare has an enduring responsibility to ensure that employees, contractors, visitors and clients experience a safe working environment and are supported through the on-going identification and mitigation of risks. iDcare believes and practices strong compliance with workplace health and safety legislation and regulations (namely the Work Health and Safety Act 2011 (Qld) and the related national frameworks). iDcare operates a Health & Safety Committee that meets at least every three months, performs periodic health and safety reviews, and communicates clearly to staff, volunteers, contractors and visitors to our office the process for reporting workplace health and safety risks and issues. A copy of iDcare's Workplace Health & Safety Policy may be obtained on our website or by request (please email [research@idcare.org](mailto:research@idcare.org)).*

### **Recognition**

30. Explicitly recognising clinical supervision in the workloads of health professionals improves clinical education and training capacity and quality. While some professions have dedicated positions with clinical education and training responsibilities, other health professionals take on the clinical supervision role in addition to their usual workload. Clinical supervision should be acknowledged and valued by the health and education sectors.

*31. iDcare Supplement – the iDcare clinical placement program is the cornerstone of our Case Management Centre operations. Our services and engagement with clients mutually support the clinical placement experience. Our staff are trained in managing clinical placement activities and programs to maximize the value of the experience to participants. In recognition of the importance of this function, iDcare*

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*also has a dedicated Case Management Centre Manager, that has as their primary responsibility the Clinical Placement Supervision.*

### **Collaboration and respect**

32. Clinical supervision is a shared responsibility that acknowledges the importance of the health and wellbeing of all participants. It respects relationships between learners, care recipients/carers and recognises them as partners in the learning experience.

*33. iDcare Supplement – the principles of collaboration and respect in relation to clinical supervision are espoused within the iDcare Clinical Placement and Research Policy and in practice. All parties have a right to express grievance or concern without prejudice where they believe collaboration and respect has not been shown. The agreement between the individual, home tertiary institution, and iDcare outlines the mechanisms through which such grievances can be communicated. Often these mechanisms are unique to a particular School, Faculty or Institution. iDcare respects the need to ensure that such grievance processes should be offered anonymously.*

### **Clinical Placement Programs**

34. iDcare’s services to community and our member organisations provide for a rich opportunity for students to experience clinical placements that are innovative, engaging and tailored to their learning needs. Examples of clinical placement activities, include:

- Undertaking case management work through direct engagement with victims of identity theft and misuse;
- Supporting the completion of assessments, case note compilation and logs;
- Preparing assessments on trends and experiences for member organisations, the broader community, and other stakeholders;
- Co-facilitating community outreach program activities across rural and remote locations to raise awareness of fraud and contemporary prevention messages;
- Undertaking research projects (see Sections on Supporting Academic Research);
- Identify opportunities to develop programs and other services that would contribute to the Objects of iDcare, particularly in relation to supporting victim interests and emerging needs;
- Work jointly with iDcare’s off-shore partners and “sister” organisations that support victims of identity theft and misuse in North America and Europe.

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## Clinical Placement Supervision

35. Different supervisory models exist that are influenced by the requirements of individual Schools, Faculties and Institutions. iDcare Supervisors of clinical placements must have at least the following experience and educational background:

- Postgraduate qualifications directly relevant to the support of individual victims of crime, building individual or organisational capacity to respond to crime, and related support services. Qualifications may include counselling, psychology, and/or criminal justice and related studies;
- At least five years' post qualification experience in working with victims of crime, organisations that must respond to victims of crime, and/or the design of crime prevention and awareness programs;
- It is highly desirable that iDcare Clinical Supervisors are either a Member of the Australian Psychological Society, the Australian Counselling Association, or a relevant Law Society.

36. iDcare Clinical Placement Supervisors must undertake relevant minimum professional learning and development activities each year to ensure they keep current their professional knowledge and approach to practice. iDcare supports where possible the professional development of our staff, volunteers, and individuals on clinical placement.

## Pursuing a Clinical Placement with iDcare

37. If you have found this Policy on our website or had it passed to you and you are interested in spending time with iDcare as part of your clinical placement requirements the best place to start is to engage directly with your home institution's clinical placement coordinator for your course. Tell them about iDcare and see if we don't already have an arrangement in place with your institution. If we don't, encourage your University to reach out to iDcare (call +61 7 5491 9681 or email [clinicalplacements@idcare.org](mailto:clinicalplacements@idcare.org)). We're always interested to grow our tertiary sector engagement and support clinical learning and research outcomes where there is strong alignment with our services.

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## Research Program

38. iDcare encourages the undertaking of academic research as a positive means by which practice can be informed through new insights and meaning. The iDcare Board periodically establishes research priorities and themes across a variety of areas related to identity theft and misuse prevention, awareness, detection and related response topics. Our Research Program enables academic researchers and students to:

- Access iDcare data where consent has been provided by the originating source to directly assist research purposes;
- Jointly participate in iDcare coordinated victim focus groups and “individual’s at risk” interventions;
- Jointly develop research proposals and grant applications;
- Where relevant to the skills and qualifications of iDcare staff, co-supervise research students;
- Jointly plan, develop, produce and capture the performance of community awareness and prevention activities; and
- Work from iDcare and be supported through access to infrastructure, communications and technology.

## Engaging with iDcare on Research

39. iDcare encourages the undertaking of ethical academic research as a positive means by which practice can be informed through new insights and meaning. The iDcare Board requires that individuals that have an interest in working with iDcare on research and obtaining access to our data holdings where consent has been provided complete the form at Attachment B – Application to Conduct Research with iDcare and Consent on the Use of iDcare Information.

40. The form steps the applicant through the process of assuring iDcare that the applicant has complied with their home Institution’s human research ethics policies, has familiarized themselves with the iDcare Privacy Policy and iDcare Clinical Placement & Research Policy (this Policy), and agrees to the terms and conditions of data usage and research standards.

## Requirements on the Usage of iDcare Data and Services

41. Individuals and research teams from tertiary institutions partnering with iDcare and benefiting from access to iDcare data and services must abide by the following conditions:

- (a) Any iDcare data accessed can only be used for the purposes upon which that data was collected. This must be agreed in writing between the

academic researcher(s) and iDcare in the form of a submitted research proposal that identifies the iDcare data to be used and/or services to be accessed. iDcare will assist in determining the purposes for which the data proposed to be used has been obtained during the development of the proposal;

- (b) Agreed outputs to the research undertaken must as a minimum include the provision of a document that can be used by iDcare without constraint in pursuit of its Objects. Examples of such a document could include a prevention pamphlet targeted at a specific community demographic or age group on cyber security, or a web page feature article on the key findings of the research and its meaning for practice. The document must be provided prior to the conclusion of the agreed Research Program. This requirement ensures that the research activity and outputs have utility beyond the publication of a refereed journal article and maximises accessibility to the community at large;
- (c) Upon completion of the Research, the Researcher(s) are to destroy the data that they have accessed from iDcare. Formal written notification of the destruction of the data collected must be provided to iDcare at the completion of the Research. Failure to do so will result in a notification to both the Researcher(s) concerned and the home Institution's Human Research Ethics Committee (or Privacy Officer equivalent) for immediate remedying.
- (d) Research outputs are to acknowledge the contribution of data and/or services by iDcare in the form of representing the organisation in such statements as "...iDcare (www.idcare.org)...".

### **Board Authorised Fees**

42. The iDcare Board may at any time apply or adjust a fee structure to tertiary institutions in relation to accessing iDcare data and its services for research purposes. Existing Research Programs endorsed by iDcare would need to comply with any fee structure that existed at the time of their Research Program being agreed. In other words, if a fee structure did not exist at the time of a Research Program commencing, and a subsequent structure was authorised by the iDcare Board, the existing Research Program would continue irrespective of whether their home institution complied with the fee structure created. Any new Research Program proposal would then be subject to the new fee structure.

### **Commitment to Ethical Research Practice**

43. iDcare is committed to supporting researchers and research that's ethical and upholds ethical standards as described in the Australian Code of Conduct for the Responsible Conduct of Ethical Research (see <https://www.nhmrc.gov.au/guidelines/publications/r39>). We positively affirm the Australian and New Zealand Privacy Principles and uphold to the best of our ability the right to protect personal information and use it only in a

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manner upon which it was collected or in a permissive way expressed in those Principles.

44. iDcare's Research Program Leader is our organisation's key liaison point for academic researchers and institutions ([research@idcare.org](mailto:research@idcare.org)). They are identified as possessing relevant tertiary sector experience, post-graduate research qualifications, and an established track record in producing internationally renowned research. The iDcare Research Program Leader is available to work with academics and their institutions in developing proposals, understanding the data and services available, and reviewing program delivery. The Research Program Leader is also iDcare's Research Ethics Advisor and can work with researchers and their institutions to develop and deliver research programs that seek to uphold human research ethics governing policies and codes (consistent with nationally recognised codes and guidelines, such as the *National Statement on Ethical Conduct in Human Research* – see <http://www.nhmrc.gov.au/book/national-statement-ethical-conduct-human-research>).

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## Attachment A: iDcare Objects

The iDcare Constitution outlines at Section 3 its Objects as follows:

- (a) providing identity theft prevention awareness services to the community;
- (b) providing a case management service to individual victims of identity theft to directly assist the restoration of their identity;
- (c) providing issues and trends briefs on the latest responses to identity theft and the threats to the community
- (d) facilitate an information network and feedback mechanism to organisations on victim experiences to enhance prevention, detection and response capabilities;
- (e) to directly contribute to public and private sector priorities in identity security aimed at victim support and environmental target hardening activities;
- (f) introducing, maintaining and certifying levels of competency by which companies, government organisations and individuals will practice identity theft prevention, detection and response services and related work;
- (g) introducing, maintaining and keeping a publicly available register of accredited companies and government organisations who have the resources, experience and who are appropriately qualified to prevent and respond to identity theft;
- (h) establishing and monitoring codes of conduct for accredited companies and qualified individuals;
- (i) regulating compliance with such codes of conduct;
- (j) convening and organising meetings, conferences, lectures and networking opportunities for accredited companies and qualified individuals;
- (k) organising and assisting in the provision of courses of instruction, lectures and other educational and professional development activities relevant to industries and government organisations impacted by identity theft;
- (l) promoting and representing the interests of individual victims;
- (m) promoting good practice and standards internationally;
- (n) consulting, liaising and working with relevant government agencies (Federal, State and Territory) on identity security issues; and
- (o) such other objects as the Members resolve from time to time, and to do all acts and things as may be deemed reasonably necessary or incidental to the achievement of similar objects.

## Attachment B: Application to Conduct Research

### Application to Conduct Research and Consent on the Use of iDcare Information

The form is to be completed by researchers and is an acknowledgement of your understanding and intended compliance with the iDcare Clinical Placement & Research Policy, the iDcare Privacy Policy, and a commitment to undertake research ethically and in accordance with the policies and guidelines of your home institution.

#### Researcher(s) Details:

Name	Position	Institution	Email Address

#### Primary Research Point of Contact

Name	Position	Institution	Email Address

#### Title of Research Project

#### Duration of Project

Commencement Date:	Completion Date:
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#### Short Description of the Research Program:

#### Nature of Research Program:

(i) This research program will support the undertaking of postgraduate research, namely:

Post-doctoral Research:

Doctoral Candidate:



Masters by Research Candidate:

Specify course: \_\_\_\_\_

Honours Thesis Candidate:

Specify course: \_\_\_\_\_

(ii) This research program proposal has received my home Institution's Human Research Ethics Committee approval:

Yes:  (attach evidence)      No:  (see below)

If no, what is the reason: \_\_\_\_\_

(iii) This research program meets one or more iDcare Board Research Priorities in the following ways:

**Acknowledgement:**

By signing below you acknowledge that you have read, understood and abide by the provisions set out in the iDcare Clinical Placement & Research Policy and the iDcare Privacy Policy. You acknowledge that any future contravention of these policies provides the discretion for iDcare to cease forthwith any further relationship in supporting your research and subsequent notification to your home institution of such cessation and the reasons.

Full Name: \_\_\_\_\_ Signature: \_\_\_\_\_  
date: \_\_\_\_\_

Full Name: \_\_\_\_\_ Signature: \_\_\_\_\_  
date: \_\_\_\_\_

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