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Professional  
and Clinical  
Psychology  
Training  
Handbook  
2017

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UNIVERSITY  
OF WOLLONGONG  
AUSTRALIA

Stands  
for purpose

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**Master of Professional Psychology**  
**Master of Psychology (Clinical)**  
**PhD (Clinical)**

**Professional & Clinical Psychology Training**  
**School of Psychology**  
**Faculty of Social Sciences**

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## ABOUT THIS HANDBOOK

This handbook provides an overview of the philosophy, aims, structure, and practicum requirements of the Professional and Clinical Psychology programs - Masters of Professional Psychology, Master of Psychology (Clinical) and PhD (Clinical).

For more detailed information about the School of Psychology see:

<http://socialsciences.uow.edu.au/psychology/index.html>

We live in an age of accelerated development and rapid transition and the same applies to professional psychology. In the requirements of professional training, components of the program may be replaced or repackaged. It is therefore advisable for students, especially part-time students to retain this handbook until they have completed their degrees so as to ensure that their enrolments in each session are in order and that they accrue the required number of credit points to be awarded the degree. The handbook also includes useful and vital information about a wide range of issues including mutual responsibilities, grievance mechanisms, facilities available, and practicum guidelines. Whilst every care has been taken in completing this handbook, there may be inaccuracies, and students are advised to check with staff for the most current information.

## FACULTY OF SOCIAL SCIENCE VALUES

As a postgraduate you become a valued member of the Faculty of Social Sciences. You will represent the Faculty as a professional in training, both on campus and in the community. You may also have the opportunity to contribute to the Faculty in other ways, such as through being involved in advisory groups, tutoring or being involved in research.

<https://socialsciences.uow.edu.au/vision-mission-values/index.html>

### Vision

Our vision is for a better society, one that empowers people – particularly those in the community who are most vulnerable – to live meaningful, healthy, secure and sustainable lives. Our vision promotes positive social change at every level.

### Mission

The Faculty of Social Sciences is a social catalyst. We bring about change through high quality and high impact research and teaching, facilitating public debate on major social issues and through deep engagement with our communities. We empower individuals with the knowledge and skills to make positive personal choices in daily life; we influence structures, systems and institutions that impact on how people lead their lives and empower communities through social change.

### Values

In our Faculty:

- Each person has a right to be heard, treated with courtesy, respect, honesty and professionalism
- We act in a manner that is ethical, transparent and consistent
- We trust each other
- We are interdependent
- We value the roles we perform and the contributions we make.
- We accept and value individual differences
- The pursuit of our vision and mission requires integrity, leadership and rigorous social and scientific enquiry.

Our Faculty is committed to its staff, students and the communities it serves. To achieve this we endeavour to:

- Provide a safe, diverse and supportive work and learning environment.
- Help staff achieve their professional goals
- Help staff achieve a work life balance
- Be a community that collaborates to achieve shared goals
- Invest time and knowledge to help and support each other.
- Demonstrate leadership, show inspiration and respond to new challenges
- Be generous with each other sharing burdens, challenges and successes.
- Take care of each other.

As educators we will provide:

- A stimulating and engaged learning environment that encourages critical thinking, high level skills development and the practical application of ideas in a culture that promotes originality and honesty

As members of a Social Science community we aim to:

- Create connections that empower individuals and communities through the study of social, psychological and anthropological enquiry.
- Advance social science disciplines, professional practice, participating in activities that support the peer review system and the advancement of understanding, both basic and applied
- Work in partnership with government, non-government, social and health care agencies, not for profit sector and other industry to achieve social impact
- Ensure accountability for all funding awarded to us

## Living Our Values

### **Fairness & Equity**

The pursuit of fairness and equity is reflected in everything we do. It is embodied in our procedures and practices through consultation and the consistent application of rules and criteria for decision making.

At an individual level we strive to provide everyone with the opportunity and support they need to achieve their goals. We acknowledge that individuals have different backgrounds, needs and goals and we respect and support that diversity.

### **Transparency**

We are open and honest. We place trust in our supervisors and leaders to ensure that consultation is a regular activity of decision making on a broad scale and that decisions are communicated in a way that promotes understanding. We expect honesty in our systems and challenge, change and create new ways of working where there is difference or disagreement.

### **Enjoyment**

We collectively foster a positive work culture in which we enjoy our work. We help create and benefit from a vibrant workplace and positive professional relationships. We treasure moments that facilitate joy and satisfaction. We care for ourselves and each other.

### **Ethics and Professionalism**

The way we live our work lives and conduct ourselves as members of the Faculty of Social Sciences is governed by the University's code of conduct and is guided by the norms of professional, ethical and academic behaviour. We strive to exhibit the highest levels of integrity and quality in what we do. We are committed to supporting our Faculty achieve its vision and fulfil its mission.

### **Excellence**

We strive for excellence in all our professional activities. Where appropriate we compare, contrast, challenge, evaluate and alter what we do in order to advance the quality and impact of our work. We are committed to professional development and mentorship. We look for innovative ways to improve the quality of our work. We share knowledge and experience to improve the quality of everything we do. Others, both nationally and internationally, look to us as leaders in our field.

As a result of living these values we will feel respected, valued and appreciated

## **PHILOSOPHY OF THE WOLLONGONG PROFESSIONAL PSYCHOLOGY PROGRAMS**

We endorse the the Faculty vision, mission and values. We strive to deliver a high quality, research intensive professional training program that utilises a unique way of teaching. We encourage our students to reach their full potential as compassionate and expert clinicians, with a life-long commitment to improving the well-being of individuals and their communities. We continually work towards a balance between a supportive and challenging learning environment, and integrity between the values that we teach and what we model to our students.

The aim of the Professional and Clinical Programs is to equip a person with the knowledge and skills to become a professionally recognised psychologist capable of independent practice within a range of settings with diverse populations. The overall philosophy of the training programs is the scientist-practitioner model. This model recognises the relationship between science and professional training. A scientific approach to the problems of psychology is advocated - that is, to proceed from intuitive and creative thinking about problems, to formulating hypotheses that can be empirically examined using established tools and techniques. On-going evaluation of outcomes provides a feedback mechanism to check the validity of formulations and achievement of goals. An important part of being scientific is to use methods that are based on sound theory and have good evidence of effectiveness. This scholarly scientific approach applies equally to casework with clients, conducting research, or evaluating evidence from the literature. The field of professional psychology is in a constant state of development, and different theories, approaches and methods are being developed and tested every year. Therefore, it is

important to develop an attitude towards psychology that is critically open to new evidence and approaches. To be a fully functioning professional requires that we understand and act in an ethical manner, and are sensitive to the diverse socio-cultural and age related contexts in which we work. It is also important that we develop the ability to evaluate our own practice as well as the practice of others. Establishing a respect for ongoing supervision of casework and continuing professional development are important habits that can begin during this course and continue throughout a career in professional psychology.

## **HISTORY OF THE WOLLONGONG PROFESSIONAL PROGRAMS**

Applied professional and clinical postgraduate training commenced at the University of Wollongong in 1980 under the direction of Professor Linda Viney. Since then, clinical training has been offered continuously within the School of Psychology, making this one of the oldest training programs in Australia. Directors of training have been Linda Viney (1980-1996), Craig Gonsalvez (1996-1998, 2001-2004, 2008-2010, 2013) Hamish McLeod (2011), Frank Deane (1998-2000, 2011-2012), Mitchell Byrne (2013-2016) and Brin Grenyer (2005-2007, 2016- ). It is widely recognised for its innovation and was one of the first universities to offer a PhD degree in Clinical Psychology, commencing in 1990. It was also one of the first to offer a Doctorate in Clinical Psychology, commencing in 1996. It was also one of the first two programs in Australia to offer an innovative 5+1 Master of Professional Psychology, commencing in 2012 with Trevor Crowe as the inaugural coordinator (2011-2016).

Northfields Clinic at the University of Wollongong is the 3rd oldest Clinic of its kind in Australia. At the time it was founded in 1981, only the University of Sydney and University of Western Australia had clinics such as this. In 2016 Northfields Clinic celebrated its 35th Anniversary. Northfields Clinic is widely regarded by as one of the best training clinics in Australia. The Clinic provides low-cost, high quality psychological treatment and assessment services to the community, treating children and adults for a range of issues including anxiety and phobias, depression, assertiveness and self-esteem building, anger management, learning disabilities, drug and alcohol problems, personality disorders and child behavioural problems. Directors of Northfields Clinic have been John DeWet (1981-1998), John Freestone (1999-2003), Chris Allan (2004-2015), Mark Donovan (2015- ). Over 500 psychology interns have graduated from the Clinic over the past 35 years as Psychologists and Clinical Psychologists with Masters, Doctorate and PhD degrees and are now vital for serving the mental health of the community. Over 10,000 individual clients have benefited from the service offered at Northfields, and as such it has touched the lives of many more - including family and friends. The Clinic has also facilitated many successful clinical research projects contributing to new knowledge in the field.

## APS COLLEGE OF CLINICAL PSYCHOLOGISTS STUDENT PRIZE

The Australian Psychological Society APS College of Clinical Psychologists student prize is intended “to acknowledge postgraduate clinical psychology students who demonstrate high levels of clinical skill, combined with the ability to design and conduct clinically relevant research.” Students in Clinical Masters, DPsyc and PhD are eligible. The Professional Programs Advisory Committee of the School of Psychology, University of Wollongong reserves the right to nominate an applicant, which is then determined by the APS Clinical College. The principles for determining the award will be based on merit, namely, excellence in coursework, practica and research. Unlike the Freestone Clinical Psychology Award, expertise in research is considered. Once the committee determines the nominee, no further correspondence will be entered into. The committee chairperson will provide data relevant to determining the award (e.g., aggregate data on academic grades, practica field reports, research project evaluations and publications). Final determination will be by majority vote; if the vote is tied the Head of School will cast a final vote. The successful nominee from each university will receive a certificate, be acknowledged on the APS Clinical College website, and be invited to submit an abstract of their research thesis to be published in the journal, *Clinical Psychologist*.

### Past winners:

2009	Danielle Ciaglia
2010	Benjamin Wilkes
2011	Phoebe Carter
2012	Geoff Lyons
2013	Marianne Bourke
2014	Rachel Bailey
2015	Elizabeth Cridland



## FREESTONE CLINICAL PSYCHOLOGY AWARD

John Freestone was instrumental building the reputation of clinical psychology training at the University from its early years and contributed over 20 years of service as a clinical staff member. For many years he was a Director of Northfields Clinic, the University's clinical psychology training clinic. He was also one of the most experienced and respected clinical psychologists in the Illawarra region, where he also served in the area mental health service and as a private practitioner. He was also a long time member of the Illawarra Branch of the Australian Psychological Society, and was Branch Chair for a number of years. He passed away in December 2005 and in recognition of his contribution to Clinical Psychology in the Illawarra the Clinical Program at the University of Wollongong awards one Certificate of Merit a year. The award is made to the top Clinical Psychology student in recognition of being 'an outstanding clinical practitioner during Clinical Psychology Training at the University of Wollongong'.

### Conditions of the award:

The Professional Programs Advisory Committee of the School of Psychology, University of Wollongong comprising Clinical and Professional Psychology Staff, Head of School, and Field Supervisor representatives will nominate one recipient per year at the end of year examination committee meeting. The Clinical Student representatives on the committee will be excluded from all deliberations regarding the award.

All students enrolled in the University of Wollongong Clinical Psychology Program (MPsyc, DPsyc, PhD ClinPsyc) in the current year will be eligible and are automatically considered for the award. No clinical student may win the award more than once.

The Clinical Advisory committee reserves the right to choose the award winner. The principles for determining the award will be based on merit, namely, excellence in coursework and practica. Once the committee determines the winner no further correspondence will be entered into. The committee chairperson will provide to the committee data relevant to determining the award (e.g., aggregate data on academic grades, practica field reports, other clinical achievements). Final determination will be by majority vote; if the vote is tied, the Director of Clinical Training will cast a final vote.

### Past winners:

2006	Rachael Murrihy
2007	Samantha Clarke
2008	Jane Middleby-Clements
2009	Fiona Davies
2010	Virginia Williams
2011	Christen Elks
2012	Lainie Berry
2013	Brie Turner
2014	Stacey Berry
2015	Kye McCarthy

## VINEY PROFESSIONAL PSYCHOLOGY AWARD

Linda Viney (1942-2014) was a distinguished pioneer of applied psychology in Australia, with a career spanning five decades. She was a clever, cultured Australian academic of epic resilience, whose outstanding work and publications in psychology defined her internationally as a 'woman of value' as much as a 'woman of success'. She was the first Director of Professional Psychology training at the University of Wollongong, founding our programs in 1980. Born in Tasmania, she matriculated top of the state at 15 years of age from Broadland House Church of England Girl's Grammar School in Launceston. She won scholarships for each of her undergraduate, honours and PhD studies at the University of Tasmania, Australian National University and University of Cincinnati, USA. She made a significant contribution to Personal Construct Therapy (PCT) in Australia and internationally. Her medical research and psychological care gave a voice to consumers of mental health such as: HIV/AIDS patients and carers, victims of sexual assault, the chronically ill, the elderly, women with breast cancer and menopause problems and the unemployed. She was a foundation member and fellow of APS Australian Psychological Society and served on the NSW Psychology Registration Board. She published over 185 papers and 16 books in psychology in life style development, clinical counselling and health and illness. She secured over a million dollars of research grants and supervised over 30 PhD students and 28 Masters /Honours students. The award is made to the top Master of Professional Psychology student in recognition of being 'an outstanding practitioner during Professional Psychology Training at the University of Wollongong'.

### **Conditions of the award:**

The Professional Programs Advisory Committee of the School of Psychology, University of Wollongong comprising Professional Psychology Staff, Head of School, and Field Supervisor representatives will nominate one recipient per year at the end of year examination committee meeting. The Student representatives on the committee will be excluded from all deliberations regarding the award. The recommendation will be to the Head of School.

All students enrolled in the University of Wollongong Master of Professional Psychology Program (MPP) in the current or previous year will be eligible and are automatically considered for the award. No student may win the award more than once.

The Advisory committee reserves the right to choose the award winner. The principles for determining the award will be based on merit, namely, excellence across all courses in the degree. Once the committee determines the winner no further correspondence will be entered into. The committee chairperson will provide to the committee data relevant to determining the award (e.g., aggregate data on academic grades, practica field reports, other achievements). Final determination will be by majority vote; if the vote is tied, the Director of Professional and Clinical Training will cast a final vote.

## **Part A**

### **Structure, Management & Resources**

#### **STRUCTURE OF THE PROFESSIONAL PROGRAMS**

The School of Psychology offers the following postgraduate programs in professional and clinical psychology:

- Master of Professional Psychology: 1 year full-time
- Master of Psychology (Clinical): 2 years full-time
- Doctor of Psychology (Clinical): 3.5 years full-time (no longer accepting enrolments)
- Doctor of Philosophy (Clinical Psychology): 4 years full-time

All programs involve professional training in applied psychology as a pathway to registration as a psychologist in Australia with the Psychology Board of Australia (PsyBA). The clinical programs also allow entry into a registrar program leading to Area of Practice Endorsement in Clinical Psychology. The programs are accredited by the Australian Psychology Accreditation Council (APAC).

All programs have professional recognition in Australia. They allow Membership of the Australian Psychological Society (APS) upon being granted general registration as a psychologist, and the clinical programs are pathways to becoming Members of the APS Clinical College and Australian Clinical Psychology Association.

##### **The Master of Professional Psychology**

This program involves training to become a psychologist. This is a one year professional psychology training program at the 5th year (representing the '5+1' pathway to registration). It also prepares students for a final sixth year of supervised internship outside the University in the field of psychological practice prior to full registration as a psychologist with the Psychology Board of Australia. The course provides one year of full time education (or part-time equivalent) in the professional practice of psychology that: a) forms the foundation for professional practice, building on the existing knowledge and skills, b) takes an evidence-based approach and is based on the scientist-practitioner model, c) is broad and generalist in nature, and d) covers the core professional attributes and capabilities outlined in the APAC accreditation standards. The course is structured so that the learning experiences across the coursework and practica components are clearly integrated, with an emphasis on practical learning and reflective practice.

##### **The Master of Psychology (Clinical) and PhD (Clinical) Programs**

These programs involve training to become a clinical psychologist. They are designed to lead to general registration as a psychologist with the Psychology Board of Australia, and for entry into a registrar program to obtain an area of practice endorsement in clinical psychology.

The Clinical Masters involves four semesters of full-time study or their equivalent part-time. Student fees for this program comprise a combination of the Commonwealth Grant Scheme and the students HECS contribution.

The Doctor of Philosophy is a research degree that requires the completion of an original clinical research thesis. The PhD degree may suit those seeking an academic, research or senior leadership role in clinical psychology. The program will normally involve eight academic semesters of full-time study. The research program will be written up as a thesis and constitutes three-quarters of the course program. The program requires successful completion of a total of 192 credit points (48 credit points of coursework subjects; 144 credit points of independent but supervised research). Coursework will be graded in the same manner as coursework completed by candidates for the degree of Master of Psychology Clinical. The awarding of the degree of Doctor of Philosophy is governed by the University Rules for the award of Doctoral degrees.

## ADMISSION REQUIREMENTS

Entry into the programs is highly competitive. In addition to academic performance, the selection process involves the appraisal of other criteria including: referees reports, past clinical and practical experience, research accomplishments, and performance at a selection interview.

### **Master of Professional Psychology**

Students accepted into a Master of Professional Psychology course must have successfully completed a four year, or three year plus a fourth year, APAC-accredited sequence in psychology within the previous 10 years, and be eligible for registration with the Psychology Board of Australia as a provisional psychologist. Places in this course are limited and will be based on academic merit and personal suitability (personal statement, previous experience, 2 referees reports, and performance at a selection interview).

### **Master of Psychology (Clinical)**

Entry to the Master of Psychology program will be from an Honours degree in Psychology at a minimum standard of Class II, Division 1 or its equivalent (e.g. Graduate Diploma). Places in this course are limited and will be based on academic merit and personal suitability (personal statement, previous experience, 2 referees reports, and performance at a selection interview).

### **Doctor of Philosophy (Clinical Psychology)**

This is available to exceptional students, and is particularly suitable for students with PhD scholarships. To qualify for entry candidates must have an Honours Bachelor Degree of at least Class II, Division 1 standard or its equivalent in Psychology. Applicants must submit a PhD research proposal, and are also assessed for personal suitability (personal statement, previous experience, 2 referees reports, and performance at a selection interview).

## TRANSFERS BETWEEN PROGRAMS

The professional and clinical psychology programs at the University of Wollongong have been designed to facilitate transfer between programs. The Professional and Clinical coursework share two common courses (Principles of Psychotherapy; Child and Adult Assessment and Psychopathology) and components of Cognitive Behavioural Therapies and some practicum at Northfields Clinic. Therefore, students transferring between degrees are able to obtain specified credit for coursework and practicum shared in common.

### **Transfer from Professional to Clinical program**

Students in the Master of Professional Psychology are eligible to apply to the University for entry to the Clinical programs through the normal application process to the University due in September. Applicants shortlisted will undergo the usual selection interview and will be required to provide a personal statement and referees reports with their application. A number of highly performing students have successfully applied in the past and obtained specified credit for subjects undertaken during the professional degree.

### **Transfer from the Clinical Masters to the Clinical PhD**

Students in the Master of Psychology program are eligible to transfer to the PhD (Clinical) program through the normal application process to the University due in September. The 4 year PhD in Psychology (Clinical) program is usually only available to students on scholarships, although some exceptions may be possible for exceptional students. Students apply to the University for entry into the PhD Clinical program in the usual way once a year and applications are considered on merit. Transfers are usually made in the second year of full-time study (or its part-time equivalent) and come into effect session 1 of year 2. Students who transfer are given credit for completed coursework that is common to both programs of study. It is generally not possible to downgrade from a PhD program to a Masters degree under university rules without penalty.

Students who have an interest in transferring to the PhD program should inform their supervisors of this in the early stages of project development. This is to allow a Masters project to be developed that has the potential to be expanded into a PhD research project. This can happen in several ways, for example, through development of a Masters scope project which serves as an initial study in a multi-study PhD proposal or, development of a PhD scope project which can be reduced to serve as a Masters project should the student not be successful in their

application for transfer. Candidates will have to choose research topics that are consistent with key research interests of the School of Psychology and consistent with the accreditation standards for clinical research projects.

### **Leave of Absence and re-entry to Training**

When personal or other serious circumstances require a break in enrolment, students must apply for a leave of absence.

<http://www.uow.edu.au/student/enrolment/UOW153577.html>

Failure to do so is likely to result in a 'lapsed' enrolment status. Previous students whose enrolment has lapsed will lose their place and usually need to formally re-apply for training and be re-interviewed using the established selection procedures and will be ranked alongside all other applicants presenting for entry that year. Applicants whose previous incomplete training commenced over 5 years ago will generally be considered for entry into year 1, semester 1. Applicants whose previous incomplete training is more recent may have some advanced standing granted on a case by case basis depending on recency of enrolment and evidence of on-going supervised practical experience in psychology. Students who commenced their training over 5 years ago and who have been granted leave of absence may be required to do additional coursework or practicum to ensure that their training is current and that they satisfy current requirements for the degree.

## **COURSE STRUCTURE AND COMPETENCIES**

This sequence of courses in programs is fixed. However, the sequencing and content of subjects may vary from year to year, and up to date details are on the web under timetable/enrolments. In order to enhance the educative value of the programs, the subjects within the programs are sequenced and time-tabled in a pre-determined way. As a consequence, students may not choose any combination of subjects, but have to follow a fairly fixed schedule during their course. Any variation of enrolment must be discussed and approved by the Director of Training. For the same reasons, only full- and half-time options are available to students. For example, those who plan to complete their Masters (Clinical) degree in three years have only the following options to choose from: full time in year 1, part time in years 2 and 3 OR, part-time in years 1 and 2, full time in year 3. In general, students who enrol in the PhD enrol as full-time rather than part-time students, and any variation of this needs to be approved by the Director.

### **Master of Professional Psychology**

Testamur Title of Degree: Master of Professional Psychology

Abbreviation: MProfPsyc

UoW course code: 442

Total credit points: 48

Duration: 1 year full-time or 2 years part-time

#### **Overview**

The primary aim of the Masters of Professional Psychology is to prepare candidates for a final year of supervised internship in the field of psychological practice prior to applying for general registration as a Psychologist with the Psychology Board of Australia.

The course provides one year of full-time education in the professional practice of psychology that: forms the foundation for professional practice, building on the existing knowledge and skills base acquired as part of an APAC-accredited (Australian Psychology Accreditation Council) four-year undergraduate course; takes an evidence-based approach based on the scientist-practitioner model; is broad and generalist in nature; and matches the core professional attributes and capabilities as outlined in the APAC accreditation standards.

The program is taught via a combination of face-to-face discussions and skills training workshops, e-learning, group and individual supervision, peer mentoring, and internal supervised practica and external industry placements.

Students are required to pass the theory and coursework components of the course, and achieve professionally acceptable level of competency in the practical course components.

## Competencies

Students graduating from the Master of Professional Psychology will be able to:

1. Demonstrate specialised knowledge of psychological principles, professional ethics and standards (including the ethical, legal and professional aspects of psychological practice), theories of individual and systemic functioning and change, dysfunctional behaviour, psychopathology, the cultural bases of behaviour and organisational systems.
2. Demonstrate specialised knowledge in conducting systematic psychological assessment including diagnostic classification systems and the limitations of psychological tests.
3. Demonstrate specialised knowledge in a range of intervention techniques and strategies including their empirical and theoretical bases, for both individuals and groups.
4. Demonstrate an understanding of the process of and fluctuations in the development of the therapeutic relationship and strategies to manage these processes.
5. Demonstrate knowledge of the process of research data evaluation and its relevance to psychological practice, articulated through a 'scientist-practitioner' perspective.
6. Apply ethical principles effectively to complex ethical dilemmas and the generate appropriate responses to such dilemmas.
7. Determine the most appropriate assessment to administer based on synthesis of complex problem presentations, ancillary data and relevant psychological theories.
8. Administer and interpret a range of specified tests including intelligence, personality, and memory tests and the mental status examination.
9. Carry out structured and unstructured interviews, selection interviews, survey interviews, clinical interviews for diagnostic and case formulation purposes including history taking, and group-based interviews.
10. Systematically observe behaviour involving both naturalistic and clinical observation and using predetermined procedures for observing the behaviour of one or more persons.
11. Demonstrate mastery in counselling skills, including micro-skills, rapport building skills, treatment planning, core behaviour change skills and cognitive behavioural approaches.
12. Develop creative strategies, founded on empirically derived intervention techniques, to overcome impediments in interventions.
13. Critically evaluate the effectiveness of interventions, using validated instruments and protocols, and respond to evaluation data appropriately.
14. Convey, appraise and interpret information with accuracy in both oral and written formats.
15. Display conduct or behaviour consistent with the legal requirements and codes of conduct relevant to psychologists.
16. Promote, restore, sustain or enhance cognitive functioning and a sense of well-being in individuals or groups of clients through preventive, developmental or remedial services.
17. Interact on a professional level with a wide range of client groups and other professionals.
18. Apply research knowledge and skills to psychological practice.

## Course Structure

The course requires the successful completion of at least 48 credit points over two semesters.

Semester 1 (Autumn) - 14 cr pts courses + 10 cr pts annual courses = 24cp

PSYP911 Child and adult assessment and psychopathology (6cp)

PSYP912 Principles of psychotherapy (8cp)

Semester 2 (Spring) - 14cp courses + 10cp annual courses = 24cp

PSYP910 Applied psychological interventions (6cp)

PSYP919 Workplace professional practices (8cp)

Semesters 1 and 2 (Annual) - 20cp in total; 10cp per semester

PSYP920 External placements\* (8cp)

PSYP921 Reflective practice\* (6cp)

PSYP922 Theory of applied psychological practice\* (6cp)

Part-time sequence - \*generally students complete annual courses and industry placements in Year 2.

### **Capstone Experience**

Students undertake a capstone experience in the subject Reflective Practice. This subject applies the knowledge and skills taught in the course as an integrated preparation for professional psychological practice.

## **Master of Psychology (Clinical)**

Testamur Title of Degree: Master of Psychology (Clinical)

Abbreviation: MPsc(Clin)

UOW Course Code: 599

CRICOS Code: 027467J

Total Credit Points: 96

Duration: 2 years full-time or part-time equivalent

### **Overview**

The Master of Psychology (Clinical) provides a comprehensive understanding of the principles governing psychological assessment and therapy, and the clinical skills required to assess and treat a wide variety of clinical conditions in children, adolescents and adults.

Teaching methods include face to face classes, workshops and supervised clinical practicum at the university Clinic and at external placements. The Master of Psychology (Clinical) has been approved by DEEWR as an eligible Masters program for Student Income Support. For information regarding eligibility contact Centrelink on 132 490.

### **Competencies**

Students graduating from the Master of Psychology (Clinical) will be able to:

#### **Knowledge:**

1. Demonstrate a detailed and specialised knowledge of psychological principles, professional ethics and standards (including the ethical, legal and professional aspects of psychological practice), theories of individual and systemic functioning and change, dysfunctional behaviour, psychopathology, the cultural bases of behaviour and organisational systems.
2. Demonstrate a detailed and specialised knowledge in conducting systematic psychological assessment including diagnostic classification systems and the limitations of psychological tests.
3. Demonstrate a detailed and specialised knowledge in a range of intervention techniques and strategies including their empirical and theoretical bases, for both individuals and groups.
4. Demonstrate an understanding of the process of and fluctuations in the development of the therapeutic relationship and strategies to manage these processes
5. Demonstrate a detailed knowledge of the process of research data evaluation and its relevance to psychological practice, articulated through a 'scientist-practitioner' perspective.

#### **Skills:**

6. Apply ethical principles effectively to complex ethical dilemmas and generate appropriate responses to such dilemmas.
7. Determine the most appropriate assessment to administer based on synthesis of complex problem presentations, ancillary data and relevant psychological theories.
8. Administer and interpret a range of specified tests including intelligence, personality, and memory tests and the mental status examination.
9. Carry out structured and unstructured interviews, selection interviews, survey interviews, clinical interviews for diagnostic purposes including history taking, and group-based interviews.
10. Systematically observe behaviour involving both naturalistic and clinical observation and using predetermined procedures for observing the behaviour of one or more persons.
11. Demonstrate mastery in counselling skills, including micro-skills, rapport building skills, core behaviour change skills and cognitive behavioural approaches.



12. Develop creative strategies, founded on empirically derived intervention techniques, to overcome impediments in interventions.
13. Critically evaluate the effectiveness of interventions, using validated instruments and protocols, and respond to evaluation data appropriately.
14. Convey, appraise and interpret information with accuracy in both oral and written formats, appropriate for a variety of audiences.

**Applications:**

15. Display conduct or behaviour consistent with the legal requirements and codes of conduct relevant to psychologists.
16. Promote, restore, sustain or enhance cognitive functioning and a sense of well-being in individuals or groups of clients through preventive, developmental or remedial services.
17. Interact on a professional level with a wide range of client groups and other professionals.
18. Apply research knowledge and skills to psychological practice.
19. Engage in systematic inquiry involving problem identification and the acquisition, organisation, and interpretation of information allowing critical analysis and disciplined, rigorous, careful and scientific inquiry into psychological phenomena.

**Course Structure**

The course requires the successful completion of at least 96 credit points (cp) over four semesters. The course comprises research training to the value of at least 32cp, plus 40cp coursework and 24cp practicum.

Year 1 - 56 credit points

Semester 1 (Autumn) - 22 cp + 6 cp annual = 28 cp

PSYP911 Child and adult assessment and psychopathology (6cp)

PSYP912 Principles of psychotherapy (8cp)

PSYP901 Research Project A Part 1 (8cp)

Semester 2 (Spring) - 22 cp + 6 cp annual = 28 cp

PSYP902 Research Project A Part 2 (8cp)

PSYP913 Neuropsychology & Neuropsychiatric Disorders (6cp)

PSYP914 Cognitive Behavioural Therapies (8cp)

Semesters 1 and 2 (Annual) 6 cp pts per semester

PSYP923 Practicum 1 (12cp)

Year 2 - 40 credit points

Semester 1 (Autumn) - 14 cp courses + 6 cp annual = 20 cp

PSYP915 Health and Wellbeing (6cp)

PSYP925 Research Project B Part 1 (8cp)

Semester 2 (Spring) - 14 cp courses + 6 cp annual = 20 cp

PSYP916 Special Groups and Methods (6cp)

PSYP926 Research Project B Part 2 (8cp)

Semesters 1 and 2 (Annual) 6 cp pts per semester

PSYP924 Practicum 2 (12cp)

## **Doctor of Philosophy (Clinical Psychology)**

Testamur Title of Degree: Doctor of Philosophy (Clinical Psychology)

Abbreviation: PhD(ClinPsyc)

UOW Course Code: 209

CRICOS Code: 003002G



Total Credit Points: 192

Duration: 4 years full-time (10 sessions inc. 2 Summer Sessions) or part-time equivalent

### **Overview**

The Doctor of Philosophy (Clinical Psychology) aims to equip candidates with both clinical and research training at high levels of expertise.

The coursework and practical experience provides students with a comprehensive understanding of the principles governing psychological assessment and therapy, and the clinical skills required to treat a wide variety of psychological disorders in children, adolescents and adults.

Candidates also undertake in-depth research that makes an original contribution to the body of knowledge in clinical psychology. The research comprises more than two-thirds of the degree.

### **Competencies**

Students graduating from the Doctor of Philosophy (Clinical Psychology) will be able to:

#### **Knowledge:**

1. Demonstrate a detailed and specialised knowledge of psychological principles, professional ethics and standards (including the ethical, legal and professional aspects of psychological practice), theories of individual and systemic functioning and change, dysfunctional behaviour, psychopathology, the cultural bases of behaviour and organisational systems.
2. Demonstrate a detailed and specialised knowledge in conducting systematic psychological assessment including diagnostic classification systems and the limitations of psychological tests.
3. Demonstrate a detailed and specialised knowledge in a range of intervention techniques and strategies including their empirical and theoretical bases, for both individuals and groups.
4. Demonstrate an understanding of the process of and fluctuations in the development of the therapeutic relationship and strategies to manage these processes
5. Demonstrate a detailed knowledge of the process of research data evaluation and its relevance to psychological practice, articulated through a 'scientist-practitioner' perspective.

#### **Skills:**

6. Apply ethical principles effectively to complex ethical dilemmas and generate appropriate responses to such dilemmas.
7. Determine the most appropriate assessment to administer based on synthesis of complex problem presentations, ancillary data and relevant psychological theories.
8. Administer and interpret a range of specified tests including intelligence, personality, and memory tests and the mental status examination.
9. Carry out structured and unstructured interviews, selection interviews, survey interviews, clinical interviews for diagnostic purposes including history taking, and group-based interviews.
10. Systematically observe behaviour involving both naturalistic and clinical observation and using predetermined procedures for observing the behaviour of one or more persons.
11. Demonstrate mastery in counselling skills, including micro-skills, rapport building skills, core behaviour change skills and cognitive behavioural approaches.
12. Develop creative strategies, founded on empirically derived intervention techniques, to overcome impediments in interventions.
13. Critically evaluate the effectiveness of interventions, using validated instruments and protocols, and respond to evaluation data appropriately.
14. Convey, appraise and interpret information with accuracy in both oral and written formats, appropriate for a variety of audiences.

#### **Applications:**

15. Display conduct or behaviour consistent with the legal requirements and codes of conduct relevant to psychologists.
16. Promote, restore, sustain or enhance cognitive functioning and a sense of well-being in individuals or groups of clients through preventive, developmental or remedial services.
17. Interact on a professional level with a wide range of client groups and other professionals.
18. Apply research knowledge and skills to psychological practice.
19. Engage in extensive systematic inquiry involving problem identification and the acquisition, organisation, and interpretation of information allowing critical analysis and disciplined, rigorous, careful and scientific inquiry into psychological phenomena.

### Course structure

The course requires the successful completion of at least 192 credit points (cp) over eight semesters. Course comprises research training to the value of at least 128 cp (66% of the program), plus 40 cp coursework and 24 cp practicum. NOTE: the following course structure is a possible recommended program. Other options (e.g. commencing full time research in Year 1) are also possible and should be approved by the supervisor and Director of Training.

#### Year 1 - 50 credit points

Semester 1 (Autumn) - 14cp + 14cp annual = 28cp

PSYP911 Child and adult assessment and psychopathology (6cp)

PSYP912 Principles of psychotherapy (8cp)

Semester 2 (Spring) - 8cp + 14cp annual = 22cp

PSYP914 Cognitive Behavioural Therapies (8cp)

Semesters 1 and 2 (Annual) 14cp pts per semester

PSYP923 Practicum 1 (12cp)

THES916 Thesis Part Time (16cp)

#### Year 2 - 48 credit points

Semester 1 (Autumn) 24cp

THES924 Thesis Full Time (24cp)

Semester 2 (Spring) 24cp

THES924 Thesis Full Time (24cp)

#### Year 3 - 46 credit points

Semester 1 (Autumn) 24cp

THES924 Thesis Full Time (24cp)

Semester 2 (Spring) 22cp

PSYP913 Neuropsychology & Neuropsychiatric Disorders (6cp)

THES916 Thesis Part Time (16cp)

#### Year 4 - 48 credit points

Semester 1 (Autumn) 18cp + 6cp annual = 24cp

PSYP915 Health and Wellbeing (6cp)

THES912 Thesis Part Time (12cp)

Semester 2 (Spring) 18cp + 6cp annual = 24cp

PSYP916 Special Groups and Methods (6cp)

THES912 Thesis Part Time (12cp)

Semesters 1 and 2 (Annual) 6 cp pts per semester

PSYP924 Practicum 2 (12cp)

## PROFESSIONAL AND CLINICAL PROGRAMS EXTERNAL ADVISORY COMMITTEE

### Responsibilities

The role of the Committee is external peer review to promote and maintain standards of excellence within teaching, practicum and research components of the Professional and Clinical Psychology Training programs at the University of Wollongong. The Committee is constituted for the purposes of full consultation with representatives of the field supervisors, students, industry and organisations that employ the Institution's graduates regarding the standards of training being achieved in the courses. The Committee provides a forum for students involved in the programs to be able to bring issues relevant to effective delivery and development of the programs. Data from student evaluations of the programs are made available to the committee as part of ongoing quality assurance. The Committee oversees the program's adherence to accreditation standards, codes and guidelines, and maintains effective communication between the university and external placement sites to ensure that the professional training remains relevant, comprehensive and current.

### Membership

This committee is chaired by the Director of Professional and Clinical Psychology Training and consists of at least six representatives from field supervisors taking students across the professional and clinical programs - including from Health, Education, Community services, and the non-government sector, four Student representatives - one each from the Professional, Clinical year 1, year 2 and Doctoral year, one external academic/professional leader, the Northfields Clinic Director and other field placement coordinators and supervisor staff, all academic staff teaching in the Professional and Clinical programs, and the Head of School.

### Quorum

The quorum for a meeting shall be a majority of members.

### Meeting Frequency

This committee will meet 2 times a year. A subcommittee may also meet outside these meetings to progress the work of the Committee.

## STUDENT ENQUIRIES

### General enquiries

The Faculty of Social Sciences StudentHub 41 is located in Building 41. To locate buildings in the Faculty of Social Sciences please access the Campus Map <http://www.uow.edu.au/about/maps/index.html>. At the StudentHub 41 you can have questions answered concerning timetables, course enquiries, enrolment, tutorial enrolment, and some submission of assignments. The enquiry counter is administered by Social Sciences staff members and is open between 9.00am - 5.00pm on weekdays. When necessary, students will be directed to the appropriate academic staff member for support.

StudentHub 41  
Location: Building 41  
Tel: (02) 4221 5962  
Fax: (02) 4221 3892  
Email: [ssc@uow.edu.au](mailto:ssc@uow.edu.au)

## Course inquiries

During the years you are completing your program you will have a range of questions regarding the various components of your course. In order to spread the administrative load you should endeavour to contact the following people in the following order:

- Concerns about a specific subject: Subject Coordinator -> Deputy Director -> Director
- Concerns about research: Thesis supervisor -> Coordinator of Research Subjects -> Director
- Concerns about practica: Field supervisor -> Practicum Coordinator -> Director of Northfields Clinic -> Director
- General administrative concerns: Deputy Director -> Director

The Director of Professional and Clinical Psychology Training is Professor Brin Grenyer

The Deputy Director is Dr Vida Bliokas

The Director of Northfields Clinic is Mark Donovan

Coordinator of practicum for the Clinical program is Judy Pickard

Coordinator of practicum for the Professional program is Elly Quinlan

The Coordinator of Research is Dr. Leonie Miller

The Postgraduate research coordinator (e.g. funding, presentations, thesis requirements) is Professor Frank Deane

## STAFF

The list of staff involved in the program are here:

<http://socialsciences.uow.edu.au/psychology/contacts/index.html>

## RESPONSIBILITIES, RULES, AND GRIEVANCE MECHANISMS

The University student conduct rules, examination rules, academic rules, course rules and associated policies and procedures apply to these programs and may be found here:

<http://www.uow.edu.au/about/policy/rules/index.html>

Refer also to the Code of Practice - Student Professional Experience:

<http://www.uow.edu.au/about/policy/UOW058662.html>

Clinical and professional psychology work is by its nature stressful, and the University recognises that students may need special consideration in progressing through their program. It is important to seek the advice of staff in these cases. There are Disability Liaison and Student Support Advisers in the Faculty and University, and a host of other supports for students:

<http://www.uow.edu.au/student/services/index.html>

At times students may benefit and require personal psychotherapy. Students should be aware that free student counselling services are available on campus. In addition, mental health services are available through GP referral. Many interns in training have benefited from improving their understanding of themselves and changing behaviours through therapy.

Mutual respect and politeness is expected of all academic staff, clinical supervisors and students, together with no discrimination on the basis of factors such as age, gender, race, religion, sexual orientation and other such characteristics. The Faculty values guide all we do and what we aspire to in the programs.

A professional standard of time keeping, that is adhering to agreed teaching, supervision and client session appointment times, is required. No research meetings are to be scheduled during class time.

All professional staff and students involved in the professional programs are expected to adhere strictly to the standards of ethical behaviour published by the respective Boards and Professional groups to which they belong. This should apply to professional-client and staff-student interactions as well as to interactions between professionals both on campus and during placements. Unethical conduct is treated with the seriousness it deserves, and if the breaches are grave, students may be reported to the Registration Board or other appropriate bodies for further action. Students may also be asked to repeat subjects/placements or to defer or discontinue the course if these violations are serious enough to merit such action. Copies of the codes of conduct published by the Australian Psychological Society and the Registration Board are available at the Northfields Clinic.

All assessment requirements for training need to be completed to a satisfactory level of competence (a minimum of a pass grade or better – consult the relevant subject description for details on the required standard for each assessment task). Failure to pass a required assessment task may result in failure of the entire subject or the withholding of the subject grade until the required level of competence, skill, or knowledge is demonstrated. The need to complete additional assessment tasks will be determined by the subject coordinator in the first instance. Any disputes about the completion of additional assessment should be referred to the Director of Professional and Clinical Psychology training as soon as possible. If a student fails a subject and there are no grounds for special consideration or the completion of negotiated additional tasks, they may repeat the subject once. Failing a required component of the training twice in the absence of exceptional circumstances that explain the poor level of performance will result in exclusion from the clinical training programs and termination of the student's candidature.

The university has developed guidelines for authorship with regard to publication of research conducted under supervision. Staff and students are expected to follow these guidelines when publishing research work. As a general rule, research conducted by students and prepared for publication within six months of course completion is published with the student as the first author and the research supervisor as the second author.

Students with a grievance have recourse to a chain of appeal that begins with the person(s) directly involved, and progresses to the subject Coordinator, the Professional Director, and the Head of School.

Attendance at scheduled classes, supervision and practica is compulsory as described in course and subject handouts. Absences need to be documented in writing with supporting evidence (e.g., medical certificate) and brought to the attention of the lecturer or supervisor concerned. Non-attendance at class for more than two weeks in any subject should be brought to the attention of the Director of Professional and Clinical Training. Non-attendance at scheduled classes will typically require the completion of alternative academic work to ensure that acquisition of the relevant competencies is achieved. Attendance is compulsory at all case conference and associated workshop activities across the academic year and records will be kept in order to credit supervision hours for this time.

Students with a grievance about the mark assigned to them should speak first to the marker responsible and, if the issue remains unresolved, to the subject coordinator. If appropriate, differences may be resolved by appointing a second marker to re-assess the piece of work or otherwise resolved according to the University rules.

Students should be aware that poor performance or unsatisfactory progress on practica (fail or borderline grade) may necessitate the repetition of the practica. This will entail the withholding of the subject grade for the subject for practicum. If the student fails the practicum after repeating it, or obtains unsatisfactory grades (borderline or fail grades) for two practica placements, the student's enrolment may be terminated.

Students should be aware that the University imposes time limits on obtaining academic qualifications. If a student does not complete their degree within the recommended time frame they may be asked to show cause as to why they should be allowed to continue. It is possible for a student's enrolment to be terminated.

There are inherent requirements for professional psychology training, based on your responsibilities as a provisionally registered psychologist. These are described below.

### **Inherent requirements for Professional Psychology training**

(Note: These inherent requirements are provided here under the creative commons license from University of Western Sydney<sup>1</sup>)

The School of Psychology at the University of Wollongong is committed to making reasonable adjustments to teaching and learning, assessment, clinical practice and other activities to address the impact of students' disabilities so that they are able to participate in their course.

To support potential and current students' decision making a series of inherent requirement statements have been developed. These statements specify the course requirements of the Professional and Clinical Psychology Programs for student admission and progression. The statements are clustered under eight domains consisting of ethical behaviour, behavioural stability, legal, communication, cognition, relational skills, reflective skills and sustainable performance. Many of the activities associated with the professional practice of a registered psychologist are time sensitive, where the capacity to perform certain activities within specified time limits is required to reduce or avoid risks to patient safety and wellbeing. The safety and wellbeing of you and others is always of paramount importance. Students are required to undertake placement activities in mixed gender environments which reflect the Australian health care context.

Successfully completing the course enables you to apply for registration as a registered psychologist with the Psychology Board of Australia (PsyBA). The inherent requirements outlined below provide a guide for students and staff when deciding whether you are able to meet these requirements and the type of reasonable adjustments that could be put in place to allow you to complete the course without compromising the academic integrity of the course. How to read the inherent requirement statements - If you are intending to enrol in a Professional or Clinical Psychology program you should look at these inherent requirement statements and think about whether you may experience challenges in meeting these requirements.

If you think you may experience challenges related to your disability, chronic health condition or any other reason, you should discuss your concerns with a campus Student Support Advisor. These staff can work collaboratively with

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<sup>1</sup> The Inherent Requirements content by the University of Western Sydney is subject to a Creative Commons Attribution-Non Commercial Share Alike 4.0 International licence. <http://www.uws.edu.au/ir>

you to determine reasonable adjustments to assist you to meet the Inherent Requirements. In the case where it is determined that Inherent Requirements cannot be met with reasonable adjustments, the University staff can provide guidance regarding other study options.

These inherent requirements should be read in conjunction with other course information and the codes, guidelines and policies of the PsyBA and the Australian Psychology Accreditation Council standards and guidelines.

Each inherent requirement is made up of the following five levels:

- Level 1 - introduction to the inherent requirement
- Level 2 - description of what the inherent requirement is
- Level 3 - explanation of why this is an inherent requirement of the course
- Level 4 - the nature of any adjustments that may be made to allow you to meet the requirement
- Level 5 - examples of things you must be able to do to show you've met the requirement

There are eight domains of inherent requirements in the Professional and Clinical Psychology programs. Some domains have a number of sub-domains<sup>2</sup>.

- Ethical behaviour
- Behavioural stability
- Legal
- Communication
- Cognition
- Relational skills
- Reflective skills
- Sustainable performance

## ETHICAL BEHAVIOUR

Inherent requirement statements

1 Psychology is a profession governed by the codes, guidelines and policies of the Psychology Board of Australia where psychologists are both accountable and responsible for ensuring professional behaviour in all contexts.

Students should demonstrate knowledge and engage in ethical behaviour in practice.

2 Student demonstrates knowledge of, and engages in ethical behaviour in practice.

3 Justification of inherent requirement:

» Compliance with the codes, guidelines and policies facilitates safe, competent interactions and relationships for students and/or the people they engage with. This ensures the physical, psychological, emotional and spiritual wellbeing of the individual is not placed at risk

4 Adjustments must not compromise the codes, guidelines and policies of the Psychology Board of Australia or result in unethical behaviour.

5 Exemplars:

» Complying with conduct required to maintain provisional registration as a psychologist

## BEHAVIOURAL STABILITY

Inherent requirement statements

1 Behavioural stability is required to function and adapt effectively and sensitively in a demanding role.

2 Student demonstrates behavioural stability to work constructively in a diverse and changing academic and clinical environment, which may at times be challenging and unpredictable.

3. Justification of inherent requirement:

» Behavioural stability is required to work individually and in teams in diverse and changing environments. Students will be exposed to situations which are challenging and unpredictable, and will be required to have the behavioural stability to manage these objectively and professionally

4 Adjustments must support stable, effective and professional behaviour in both academic and clinical settings.

5 Exemplars:

» Being receptive and responding appropriately to constructive feedback

» Managing own emotional state in order to be able to develop and maintain an appropriate relationship with a diverse range of clients

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<sup>2</sup> Developed from: Johnson, A., Allan, T., Phillips, K., Azzopardi, T., Dickson, C., Goldsmith, M & Hengstberger-Sims, C. (2011). Inherent Requirements of Nursing Education (IRONE), UWS School of Nursing & Midwifery and Student Equity & Disability Services.

## LEGAL

### Inherent requirement statements

- 1 Psychology practice is mandated by specific legislation to enable the safe delivery of care.
- 2 Student demonstrates knowledge and compliance with relevant laws and professional regulations.
- 2 Justification of inherent requirement:
  - » Knowledge, understanding and compliance with legislative and regulatory requirements are necessary pre-requisites to placements in order to reduce the risk of harm to self and others
  - » Compliance with these regulations and the law ensures that students are both responsible and accountable for their practice
- 4 Adjustments must be consistent with legal and regulatory requirements.
- 5 Exemplars:
  - » Complying with legal requirements regarding all aspects of practice
  - » Complying with the requirement for provisional registration with the Psychology Board of Australia

## COMMUNICATION

This course requires effective, verbal, non-verbal and written communication.

### Verbal

#### Inherent requirement statements

- 1 Effective and efficient verbal communication, in English, is an essential requirement to provide safe delivery of clinical psychology care.
- 2 Student demonstrates:
  - » The ability to understand and respond to verbal communication accurately, appropriately and in a timely manner
  - » The ability to provide clear instructions in the context of the situation
  - » Timely clear feedback and reporting
- 3 Justification of inherent requirement:
  - » The practice of psychology depends on effective verbal communication with clients and members of the professional team
  - » Speed and accuracy of communication may be critical for individual safety or treatment
- 4 Adjustments for impaired verbal communication must address effectiveness, timeliness, clarity and accuracy issues to ensure safety.
- 5 Exemplars:
  - » Collecting information from clients by asking questions during assessments
  - » Explaining a treatment plan to a client
  - » Discussing the client's progress with other professionals

### Non-verbal

#### Inherent requirement statements

- 1 Effective non-verbal communication is fundamental to psychology and needs to be respectful, clear, attentive, empathic, honest and non-judgemental.
- 2 Student demonstrates:
  - » The capacity to recognise, interpret and respond appropriately to behavioural cues
  - » Consistent and appropriate awareness of own behaviours
  - » Sensitivity to individual and cultural differences
- 3 Justification of inherent requirement:
  - » The ability to observe and understand non-verbal cues assists with building rapport with people and gaining their trust and respect in academic and professional relationships
    - » Displaying consistent and appropriate facial expressions, eye contact, being mindful of space, time boundaries and body movements and gestures promotes trust in academic and professional relationships
    - » Being sensitive to individual and cultural differences demonstrates respect and empathy, and permits the development of trusting relationships required to work with clients during placements
    - » The ability to observe and understand non-verbal cues is essential for safe and effective observation of clients' symptoms and reactions as part of their assessment and treatment
- 4 Adjustments for non-verbal communication impairments must enable the recognition, interpretation and appropriate response to non-verbal cues as well as initiation of effective non-verbal communication in a timely and appropriate manner.
- 5 Exemplars:
  - » Recognising and responding to non-verbal cues indicating a change in the emotional state of a client during placements



» Recognising and responding to non-verbal cues in classroom situations

Written

Inherent requirement statements

1 Effective written communication is a fundamental clinical psychology responsibility with professional and legal ramifications.

2 Student demonstrates capacity to construct coherent written communication appropriate to the circumstances.

Justification of inherent requirement:

» Construction of written text based assessment tasks to reflect the required academic standards are necessary to convey knowledge and understanding of relevant subject matter for professional practice

» Accurate written communication for a range of purposes and audiences is vital to provide consistent and safe patient care

4 Adjustments for written communication impairments must not compromise the necessary standards of clarity, accuracy and accessibility to ensure effective recording and transmission of information in both academic and clinical settings.

5 Exemplars:

» Constructing an essay to required academic standards including appropriate referencing of sources

» Preparing clinical reports which are appropriate to the purpose and audience, and completed in a timely manner

## COGNITION

This course requires knowledge of theory and the skills of cognition, literacy and numeracy.

Knowledge and cognitive skills

Inherent requirement statements

1 Consistent and effective knowledge and cognitive skills must be demonstrated to undertake safe and competent clinical psychology practice.

2 Student demonstrates:

» The capacity to locate appropriate and relevant information

» The ability to process information relevant to practice

» The ability to integrate and implement knowledge in practice

3 Justification of inherent requirement:

» Satisfactory performance on placements requires identifying and accurately extracting and understanding information from a range of sources, which must also be applied appropriately

4 Adjustments for knowledge or cognitive skills impairments must not compromise or impede student's ability to demonstrate the minimum acceptable level of knowledge and cognitive skill required to practice safely.

5 Exemplars:

» Ability to apply academic knowledge to practice during placements, for example through developing and testing hypotheses, developing treatment plans and then conducting individual sessions for clients based upon this

## LITERACY (LANGUAGE)

Inherent requirement statements

1 Competent literacy skills are essential to permit safe and effective practice of psychology during placements.

2 Student demonstrates:

» The ability to accurately acquire information and convey appropriate, effective messages

» The ability to read and comprehend a range of literature and information

» The capacity to understand and implement academic conventions to construct written text in a scholarly manner

3 Justification of inherent requirement:

» The ability to acquire information and to accurately convey messages is fundamental to ensure safe and effective assessment, treatment and delivery of care

» The ability to read, decode, interpret and comprehend multiple sources of information is fundamental for safe and effective conduct during placements

4 Adjustments to address literacy issues must not compromise the student's ability to demonstrate the minimum acceptable capacity to effectively acquire, comprehend, apply and communicate accurate information.

5 Exemplars:

» Conveying a spoken message accurately and effectively in a clinical setting during placements

» Paraphrasing, summarising and referencing in accordance with the American Psychological Association

Publication Manual

» Producing accurate, concise and clear documentation while on placement in the clinical setting which meets legal and professional requirements

## NUMERACY

### Inherent requirement statements

- 1 Competent and accurate numeracy skills are essential to provide safe and effective demonstration of clinical psychology practice skills.
- 2 Student demonstrates:
  - » the ability to interpret and correctly apply numerical data, measurement and numerical criteria in the execution of clinical psychology practice while on placement.
- 3 Justification of inherent requirement:
  - » As clinical psychology practice relies in part on collecting data in a numerical form, for example psychometric assessments, students must be able to accurately record and manage numerical data and to interpret their findings
- 4 Adjustments to address numeracy issues must not compromise the student's ability to demonstrate the minimum acceptable capacity to manage and interpret numerical data.
- 5 Exemplars:
  - » Accurately scoring and interpreting psychological test data while on placement

## RELATIONAL SKILLS

### Inherent requirement statements

- 1 Psychology practice requires the ability to make and maintain strong relationships with a wide range of clients, often under stressful circumstances.
- 2 Student demonstrates:
  - » The ability to make and maintain rapport with clients
  - » The ability to engage in effective counselling skills
  - » Accurate empathy
- 3 Justification of inherent requirement:
  - » Highly developed relational skills are a cornerstone of effective therapeutic relationships that permit effective assessment and intervention
- 4 Adjustments for relational skills impairment must not compromise the student's ability to demonstrate minimal acceptable level of effective relational skills across the range of tasks and clinical populations required to successfully complete their studies.
- 5 Exemplars:
  - » Rapidly building rapport with a client in order to engage them in a clinical assessment while on placement
  - » Effectively managing difficulties arising in the therapeutic relationship while on placement

## REFLECTIVE SKILLS

### Inherent requirement statements

- 1 Psychology practice requires self-awareness and a capacity for reflectivity in order to consider the effect of one's own issues, actions, values and behaviours on practice.
- 2 Student demonstrates:
  - » The ability to accurately reflect on their professional performance
  - » The ability to accept feedback on their professional practice and respond constructively
- 3 Justification of inherent requirement:
  - » Participation in supervision is a key teaching strategy in psychology training which requires adequate understanding oneself in order to appropriately engage in this activity
  - » Working with clients while on placement and understanding and responding to them requires adequate understanding of oneself and the ability to effectively manage one's reactions to situations that may arise
- 4 Adjustments for reflective skills impairments must not compromise the student's ability to demonstrate an acceptable minimum level of capacity in this area.
- 5 Exemplars:
  - » Identifying when a clinical issue is outside one's scope or expertise, or when one's practice may be affected by an impairment.

## SUSTAINABLE PERFORMANCE

### Inherent requirement statements

- 1 Psychology practice requires both physical and mental performance at a consistent and sustained level to meet individual needs over time.
- 2 Student demonstrates:

- » Consistent and sustained level of physical energy to complete a specific task in a timely manner and over time
- » The ability to perform repetitive activities with a level of concentration that ensures a capacity to focus on the activity until it is completed appropriately
- » The capacity to maintain consistency and quality of performance throughout the designated period of duty
- 3 Justification of inherent requirement:
  - » Sufficient physical and mental endurance is an essential requirement needed to perform multiple tasks in an assigned period to provide safe and effective care
- 4 Adjustments must ensure that performance is consistent and sustained over a given period.
- 5 Exemplars:
  - » Participating in tutorials, lectures throughout the day
  - » Remaining focussed and providing consistent responses over a negotiated time frame during placement

## **FACILITIES**

The following is a brief guide to orient you to some of the main facilities available.

### **UNIVERSITY COMPUTING FACILITIES**

The University has a large number of open computer labs for student use in the IT Resource Centre. Upon enrolment, all students will obtain a UOW student user account to give them access to electronic email and www access. Wi-fi is available across the whole campus. For computer support please contact ITS support staff (contact x3000) or email [its@uow.edu.au](mailto:its@uow.edu.au)

### **SCHOOL OF PSYCHOLOGY COMPUTING**

The School of Psychology is linked to a server and you will need to obtain a password from ITS in order to use the computer facilities. The School supports SPSS, MS Word, Excel, PowerPoint, and web browser software. Other programs may be available on request.

- Building 41 computer laboratory; the student hub also has multiple powered desks
- Northfields clinic - computers and printer for professional students and researchers

Postgraduates requiring keys or pin numbers to the computer lab rooms will need to complete a key requisition form available from the School of Psychology Test Library support staff (Room 41.106). The form must be signed by the Head of School.

### **STUDENT EMAIL LIST**

Email is the primary form of communication between staff and students. Your email address established by the University will automatically be used and you will be enrolled onto the email list.

Students in Professional and Clinical Psychology are enrolled in email student lists for the distribution of important professional and clinical information.

### **SCHOOL OF PSYCHOLOGY WEB SITE**

The School of Psychology has a web site which is regularly updated with announcements and information. It is wise to check it on a regular basis: <http://socialsciences.uow.edu.au/psychology/index.html>

### **eLEARNING**

Online eLearning includes an important part of the training. This is accessible through SOLS. You should spend some time in your first week acquainting yourself with the system. A guide to eLearning is available here: <http://www.uow.edu.au/student/elearning/index.html>

Professional programs and courses are linked to Moodle: an essential platform for your learning. Access to Moodle will enable you to obtain course assessment information, videos, readings, lectures and online activities and resources. You will be granted access to the moodle site associated with each of your subjects when the semester commences for that subject.

## **PHOTOCOPIER and PRINTER**

You may use the printer/photocopier in 41:101 or Northfields Clinic and you will have been given an allowance of 500 pages. Your Dept ID/Password is your student number. You will be prompted to enter this each time you wish to print/photocopy.

## **UNIVERSITY LIBRARY**

The UOW library offers many services to students. Distance students also benefit from a number of services including reciprocal borrowing arrangements with other libraries across Australia and off-shore services for those outside Australia. There are research librarians who can assist you searching and finding relevant information for specific projects. Information about library services is available here:

<http://www.library.uow.edu.au/students/index.html>

The university library has access to books, journals, DVDs, online resources and an archive of rare or old printed or digitised resources. As a postgraduate you have access to vast holdings of professional psychology and biomedical journals in full text. Research librarians are available to provide specific assistance with research work and it is essential you join a tour of the library and get to learn how to use its vast online and onsite holdings. Most resources can be accessed remotely from any internet connected device.

Databases include: PsycINFO, PsycARTICLES, PsycBOOKS, Psychology and Behavioral Sciences Collection, MIT CogNet, Scopus, ScienceDirect, Medline, Multicultural Australia and Immigration Studies (MAIS), PubMed, Web of Science, Sage Journals Online, Wiley Online Library, Drug database, Health reference center, CINAHL plus with full text, Informit databases, AGIS plus text, ProQuest Central, Expanded Academic ASAP

## **TEST LIBRARY**

The test library is located in room 41:106 and is open Monday to Friday from 10.30am to 12.30pm and 2pm to 4pm. Borrowing times vary depending on the nature of the materials. The test library catalogue is available through the School of Psychology website.

### **1. Borrowing Tests**

You can reserve test kits for your assignments and client appointments. Usually the borrowing time is 2-3 days, however we try to help out in special circumstances, e.g., if you live in Sydney. Books and theses can usually be borrowed for a week.

### **2. Test Forms**

Forms are always in the test kit when you borrow it. If you are using the kit for your coursework (i.e., assignments), we replace the forms when you return the kit. If you use the forms for Northfields Clinic work (i.e., seeing a client), you must replace the forms from the Clinic's supply before returning the kit to the Test Library. In short, Coursework = forms from the Test Library, Clients = forms from the Clinic.

### **3. Returning Resources**

If you are unable to return resources during our Opening Times or the Test Library is closed unexpectedly, please follow these steps.

- Knock on our door to check if we are in the room – we will always answer if we are there.
- Return your item to any of the Admin staff in the corridor on the opposite side of the foyer – Monica Ferrari (Room 141), Len McAlear (Room 147A) or Kate Newnham (Room 147).

### **4. Emailing**

When communicating with the Test Library, please email [psyc-testlibrary@uow.edu.au](mailto:psyc-testlibrary@uow.edu.au)

## **NORTHFIELDS CLINIC**

In addition to professional consulting rooms, the clinic has a number of other facilities. Frequently used tests and books are available as are audio and video facilities. These must remain within the Northfields Clinic building. A fully functioning kitchen, lounge and work area is available for professional students. Professional students have a dedicated computer room with a networked printer. Students are allowed a quota of copies per session. The clinic has designated office space, consisting of desks, bookshelves, lockers and limited shared filing cabinets for all students. Clinic rooms are sufficiently sound-proofed to carry out training and confidential assessments and which

have video-recording equipment. These rooms are also appropriately furnished for conducting formal testing and for interviewing.

When communicating with Northfields Clinic, please email [nfc-uow@uow.edu.au](mailto:nfc-uow@uow.edu.au)

## **Part B RESEARCH**

Research is an essential competency for all professional psychologists. Research competency is demonstrated in different ways across the professional programs and includes:

- written analysis of published research literature
- collection and analysis of research data collected in the field or laboratory
- publication of original research findings in journal or thesis format

Clinical program students are required to complete a research thesis. The research topic should be relevant to the theory and/or practice of clinical psychology. Including study participants drawn from a clinical population is recommended but not mandatory and the final product should be of a standard that permits submission for publication to a scholarly journal.

### **Guidelines for Clinical Research Projects**

#### **Master of Psychology (Clinical) and PhD (Clinical)**

The research project component of the course must satisfy both the APAC and Clinical College standards with respect to the design and activity associated with the research project. These requirements are outlined below.

#### *Assessments*

For UoW, the research project takes the form of a literature review and an article suitable for submission to a peer-reviewed international scientific journal. The total project report will be approximately 13000 words (8000 word lit review and proposal and approx. 5000 word research article).

As students have completed a major research project previously at the 4th year, they should be demonstrating a greater level of independence and the research should reflect the applied nature of the qualification.

#### *Research competencies*

The research project should provide opportunities for the student to gain skills, and demonstrate competencies, in the review, integration, critical interpretation and evaluation of psychology. Specifically the project should be designed so that students can acquire the following skills:

- Analysis of scientific literature and critical appraisal
- Synthesis of literature into a framed argument
- Formulation of a research question
- Design of an appropriate rigorous scientific method for investigation of the question
- Collection and analysis of data, including data management
- Interpretation of findings
- Reporting of the project in the form of a high quality manuscript

#### *Research scope and outcomes*

The topic of research must be of direct relevance to clinical psychology. The following should be observed:

- The scientific merit of the research should typically be of a standard publishable in a peer-reviewed journal (or would be publishable with some additional work e.g., larger numbers within a clinical rather than an analogue group)

## *Research Design*

Acceptable designs include:

- An independent empirical project
- Use of pooled data to source individual subjects
- Single-case studies must have a true experimental design (a case series can be subjected to repeated observations to demonstrate valid, statistically and clinically reliable effects)
- Feasibility studies with a sufficiently large sample size (e.g., N=20)

## *Research Data*

In the case of archival or shared data, the research project must be structured and executed in a manner that ensures the above research competencies are satisfied for each student and that the research outcomes are commensurate with those prescribed for independent projects.

# RESEARCH SUPERVISION

Students who are required to complete a research thesis should start to consider their research topics and potential supervisors in the first session of the program. All academic staff of the School of Psychology can provide research supervision to clinical program students. Supervision by staff from other Schools within the Faculty or external to the university will need to be reviewed and approved by the Director of Professional Training. A number of resources and guidelines are available in relation to postgraduate research in the School:

<http://socialsciences.uow.edu.au/psychology/current-students/UOW162753.html>

For Masters students there is usually one supervisor but a second co-supervisor may on occasion be involved. For Doctoral research students there is an expectation that you will have a primary supervisor and a co-supervisor. In practice, how these supervision arrangements function varies from project to project with co-supervisors sometimes being very involved or minimally involved. Generally, co-supervisors will be sufficiently up to speed with your project that they can provide support in the absence of the primary supervisor. In all cases at least one supervisor must be an academic member of staff. For Doctoral students at least one supervisor should hold doctoral qualifications.

Supervision contact will usually average one hour per week across each session. Students are expected to meet with their supervisor at a minimum rate of once per fortnight during session. Students are required to report the specific number of meetings with supervisors at the end of each session, and if they fall below the minimum rate, the reasons for this will be investigated by the co-ordinator of the PSYP research subjects.

Completing the research requirements of the course can be stressful and conflicts and disagreements do occasionally arise in the supervision relationship. If a student has a problem with their supervision experience they should take the following steps:

1. Raise the issue directly with their supervisor and attempt to negotiate a solution.
2. If the problem remains unresolved, approach either the Research Subjects Coordinator or the Director of Professional programs for guidance.
3. If there is still no satisfactory resolution, the matter should be referred to the Head of School.

# RESEARCH WEEK POSTERS AND PRESENTATIONS

Research week presentations are expected of candidates currently undertaking, or about to undertake research. All PhD students must present to the School of Psychology (usually during Research week) once per year.

Students undertaking research will be required to present a research poster during research week or at an alternative time negotiated with the director of post-graduate research and approved by the Head of School. Details

will be provided within class and supervisors should be consulted about presentation issues. Presentation of your research is a requirement of the School. Repeated failure to report research findings will be noted on your record.

## **EXAMINATION OF DOCTORAL THESES**

Examination of Doctoral Theses (PhD and DPsyc) is conducted through the University Postgraduate Office. The supervisor(s) will discuss potential examiners with the candidate, and will draw up a list of suitable examiners. Theses are sent to examiners external to the University (often overseas) for independent review. Any queries should be directed to The PG Coordinator or the Office of Research.

The procedures for examination are documented fully by the Office of Research, University of Wollongong. Please consult: <http://www.uow.edu.au/research>

## **EXAMINATION OF MASTER OF PSYCHOLOGY THESES**

Master of Psychology Research Projects will usually be submitted in Week 9 of Session 2 of the second year of training (see subject description for details of the submission requirements). They will be marked by two independent internal examiners (not the supervisor) nominated by the Research Coordinator. After reading the theses independently the examiners will then meet to agree on a mark. If substantial disagreement remains, a third examiner will be nominated, and the conflict resolved by consensus of opinion or by averaging the closest marks. The student receives feedback on the thesis in week 11 and has until week 13 to address the reviewers' comments and re-submit it to their supervisor. The grade is not declared on the student record until the supervisor informs the subject coordinator that revisions have been made to their satisfaction. The thesis is required to meet a high minimum standard (usually the equivalent of a Distinction grade) in order to be passed. Failure to meet the required standard will usually require re-submission of the thesis following feedback from the independent markers and this can potentially extend the students training candidature. Full guidelines regarding the required standards and the marking process will be provided by the research coordinator at the commencement of each academic year.

## **RESEARCH OPPORTUNITIES**

The University has a number of research strengths and institutes that can facilitate research. The staff research profiles are published on the school website a link to individual scholar and researchgate profiles of publication.

## **Part C Practica**

### **GUIDELINES FOR PRACTICA**

Students in all Professional and Clinical programs must undertake Practica. Practica for all programs is organised into two parts - internal practica at Northfields Clinic, and external practica in field placements.

### **PLACEMENT REQUIREMENTS - ALL PROGRAMS**

#### **REGISTRATION**

You must be provisionally registered as a psychologist with the Psychology Board of Australia at the start of the course and remain provisionally registered throughout your enrolment (including when undertaking research subjects or external placements).

<http://www.psychologyboard.gov.au>

Your provisional registration is dependent on your enrolment in these professional programs. If you drop out of your studies you must inform the Psychology Board of Australia through an AHPRA office immediately. If for some reason your registration is not current you must inform the Director immediately.

As soon as you have received your registration number you are to provide evidence of it to the Director of Northfields Clinic. You cannot see clients unless your registration is current, so it is your responsibility not to allow your registration to lapse.

A list of students enrolled at UoW has been sent to AHPRA to confirm at a School level that you are seeking provisional registration.

Make sure you provide all the associated requested documents (including a print out of your enrolment from SOLS) and submit these to AHPRA. You will need to request student services from the University at which you completed your 4th year course to forward your academic transcript directly to AHPRA on your behalf (this costs around \$20 at UoW, but may vary at other universities).

### **NATIONAL CRIMINAL RECORD CHECK**

All professional students must obtain a national criminal record check

[http://www.health.nsw.gov.au/careers/student\\_clearance/pages/default.aspx](http://www.health.nsw.gov.au/careers/student_clearance/pages/default.aspx)

The NSW Health Department and most Non Government Services require police criminal record checks to be completed on students prior to undertaking placements at a health facility. These are also necessary for work conducted within Northfields Clinic (on campus). Criminal record checks traditionally have been conducted in person at a police station. The cost for the standard check is approximately \$50-60 and you are responsible for paying this fee. The current directive is that students residing in Australia apply for a state-based police check. If you happen to be an ACT resident then this will be an AFP check. If you are an international student you can apply for an AFP check prior to arrival, but once in Australia must apply for a state-based check in accordance with your residential address.

The Australian Criminal Intelligence Commission (ACIC) oversees the National Police Checking Service (NPCS) and it is the NPCS that provides the information that will appear on your National Police Check. Information about the National Police Check is available at

<https://www.acic.gov.au>

There are many companies that offer a Police Check online. The National Police Check that you apply for must be supplied by an ACIC Accredited Broker Organisation or an Australian State or Territory Police Force or the



Australian Federal Police. The list of Accredited Broker organisations is available via the "who can organise my check" link on the website above. The National Police Check must: - state that it is a National or Australia wide check, and - include the student full name and their date of birth, and - not have any offences listed, and - have exactly the same name on the National Police Certificate as will appear on your Student ID card. If you provide a National Police Check from a company that doesn't appear on the list of Accredited Broker Organisations or doesn't contain all of the required information, NSW Health will not accept this as meeting the requirements for verification. You will then be required to apply for a valid National Police Check. If your NPC shows Disclosable Outcomes (i.e. offences), you must also apply to NSW Health for a Clinical Placement Authority Card (CPAC) or conditional letter from the Employment Screening and Review Unit, NSW HealthShare. Further information is available online. Search "Clinical Placement Information" at the following link  
<http://www.health.nsw.gov.au>

## WORKING WITH CHILDREN CHECK

Working with children checks will also be required at some external placements and in Northfields Clinic work (i.e. child assessments)  
<https://wwccheck.cyp.nsw.gov.au/Applicants/Application>

Indicate the "purpose for check" as "student on professional placement". You pay for this and get it through a NSW Government Service Centre (the old motor registry offices).

## VERIFICATION WITH CLINCONNECT

If you go on a health placement you are required to be verified with ClinConnect - which includes evidence of vaccinations. There will likely be on-campus verification days set up so you can have your documents verified by the designated health worker. We recommend you ensure you meet these requirements:

Watch the verification videos -

<http://www.heti.nsw.gov.au/verification/>

Read the policy documents here:

[http://www0.health.nsw.gov.au/policies/pd/2016/pdf/PD2016\\_057.PDF](http://www0.health.nsw.gov.au/policies/pd/2016/pdf/PD2016_057.PDF)

The ClinConnect online database needs to be completed for any placements within NSW Health. ClinConnect has two main functions: verification and placement allocation. Verification is completed by ensuring that you have met requirements for registration, immunisation, police and working with children check. Placement allocation via ClinConnect formalises placement plans that have been established between trainees and their potential supervisors. In all cases, the trainee would have made contact with the supervisor prior to a 'Request/Placement by Exception' being processed through ClinConnect.

There are strict rules within the ClinConnect system, including that all placements need to be formally accepted and assigned at least 2 weeks prior to the placement start date, and that the trainee needs to be fully verified with NSW Health. Placements not meeting these requirements are automatically cancelled by the system, and the student will not be allowed to commence the placement. Verification is done on campus and inquiries can be made to the Director of Northfields Clinic and Student Hub41.

## VACCINATION RECORD

Carefully review the NSW Health Vaccination policy – Occupational Assessment, Screening and Vaccination Against Specified Infectious Diseases  
[http://www0.health.nsw.gov.au/policies/pd/2011/pdf/PD2011\\_005.pdf](http://www0.health.nsw.gov.au/policies/pd/2011/pdf/PD2011_005.pdf)

If you go on placement within the NSW health service you need to sign that you have read and understood this as part of your Student Undertaking, so it is a requirement that you have a copy of the Policy  
[http://www.health.nsw.gov.au/careers/student\\_clearance/Pages/Forms.aspx](http://www.health.nsw.gov.au/careers/student_clearance/Pages/Forms.aspx)

The Vaccination Record Card together with NSW Health Information Sheets 1 - 4 regarding occupational assessment, screening and vaccination are available from StudentHub41 (outside the School of Psychology on campus) or there is a copy online of the record card: <https://tinyurl.com/hjw2mu>  
[http://www.health.nsw.gov.au/immunisation/Documents/Occupational/student\\_kit.pdf](http://www.health.nsw.gov.au/immunisation/Documents/Occupational/student_kit.pdf)

If you have never been employed by NSW Health, take the Vaccination Record Card and Information Sheet to your local Doctor, GP or Immunisation Nurse and ask them to complete the required details for your written proof of protection against the diseases below. Ensure the card is accurately completed with the date, the name of the person providing the immunisation/vaccination, their signature and a practice stamp on your card next to each entry for the following:

Practice stamp on your card next to each entry for the following:

- Diphtheria, Tetanus, Acellular Pertussis (Whooping Cough) (dTpa)
- Hepatitis B
- Measles, Mumps, Rubella (MMR)
- Varicella (chickenpox)

Information Sheet 2 - Checklist: Evidence required from Category A applicants (p. 2) is the one you should show to your doctor to assist them to fill out your card correctly. Tuberculosis screening is NOT required at this point in the process. It will occur at a later date and will be done by NSW Health staff during your Verification Session.

[http://www0.health.nsw.gov.au/policies/pd/2011/pdf/PD2011\\_005.pdf](http://www0.health.nsw.gov.au/policies/pd/2011/pdf/PD2011_005.pdf)

## INSURANCE FOR WORK EXPERIENCE PLACEMENTS

The University only carries insurance for Trainees undertaking work experience placements approved by the Faculty. Student Plan Insurance covers the Trainee for personal injury. While employers can ask Trainees to sign declarations waiving rights or liability of the employer, the responsibility of negligence on the part of the employer can never be excluded at law. In the event of damage caused to other parties, by actions of the Trainee, Public Liability Insurance covers Trainee, employer and University.

Trainees involved in voluntary work experience, not formally organised through the Department, should ask the prospective employer what insurance cover the agency carries.

Trainees need to have their own Insurance policy covering professional indemnity and public liability if they are undertaking paid placements. The University regards paid work experience differently, and would expect that the Trainee would discuss Insurance needs with the external employer in such arrangements. Reasonable rates are available for those who need to arrange their own cover with two population options:

Insurance House

<http://www.insurancehouse.com.au/occupation/health-professionals>

AON:

<https://business-insurance.aon.com.au/Professions/Health-Professionals/Psychologists.aspx>

## CASE REPORTS

All trainees in the Professional and Clinical Psychology programs are required to complete and pass a Case Reports requirement. Professional trainees complete at least 2 case reports: one in the child and adult assessment and psychopathology subject, and the second as part of the 'capstone' project which includes a report of treatment. Clinical trainees complete at least 4 case reports; 1 case report in Year 1 (in the child and adult assessment and psychopathology subject), and 3 in Year 2 (one includes an oral case conference presentation, and two are reports of case work as part of practicum 2). Details are included in individual subject handouts.

## **CASE CONFERENCE**

The Case Conference series which has been running continuously in the clinical and professional programs for over 30 years. This occurs once a week over both semesters of the year, and includes case report presentations by interns and staff, observation and discussion of therapy films by experts (e.g the APA series), presentation by visiting fellows on clinical topics and cases, and open discussion of clinical and professional issues.

## **COMPETENCY ASSESSMENTS**

All trainees in the Professional and Clinical Psychology programs are required to demonstrate competency in assessment and interventions progressively during training. Professional and Clinical trainees submit DVDs of psychometric test administrations, simulated and actual therapy casework, and undergo in vivo examinations. Presentation of actual videotapes and transcripts of therapy are a feature of individual supervision sessions. Practicum supervisors are also required to complete competency-based assessments from actual in vivo assessment of trainees psychological work. Details are included in individual subject handouts.

## **PLACEMENT REQUIREMENTS - MASTER OF PROFESSIONAL PSYCHOLOGY**

### **Number and Type of Placements Required**

Trainees shall complete a minimum of 2 placements, including an internal placement at Northfields Clinic and an external industry placement.

#### **Internal practica - minimum of 60 hours**

The internal practica involves actual work with clinical clients at Northfields Clinic, scenario based learning, clinical skills training, demonstration, simulated learning, and role-plays. The internal practica primarily focuses on the development of assessment and intervention skills, and the translation of theory into practice.

The Northfields Clinic placement runs across both semesters and includes assessment interviews, therapeutic interventions practice, child assessment referrals, adult therapy cases. These sessions are usually video recorded and closely supervised by MPP staff.

#### **External Placements - 290 hours**

External placement(s) must be completed by the student with service industry partners endorsed by UOW. Placements provide authentic learning tasks that build on the internal practica experiences.

External placement plans are designed to provide students with an opportunity to engage with service providers and their clients whilst completing goals and tasks outlined in their individually tailored clinical placement plans that include opportunities to demonstrate competence in ethical behaviour, core counselling skills, professional boundary management, and duty of care. External placement selection will be from the list of service providers who are partners with the MPP at UOW. Where possible, students will be aligned with placements that reflected their desired career directions and/or identified learning needs.

Generally each standard placement is completed over 24 weeks, representing two full days per week (7.5 hours/day) at the placement site. Under this model, students can expect to complete up to 360 hours of external practicum (at a minimum, 290 hours must be completed). Exceptions may be made where the placement organisation, UOW supervisor and student identify additional merit in more flexible placement options (e.g., block placement or spread over several weeks rather than 24) and where consensus has been reached regarding pragmatics and student demonstration of appropriate competencies required for the specific placement. Specific placement objectives and competencies for each placement are determined by a review of each student's progress

with the graduate attributes and capabilities, the service industry consultation/requirements (e.g. alcohol and other drug use assessment, co-facilitation of group therapy, etc), and the practicum coordinators assessment of each student's learning needs. Specific placement learning plans are negotiated between the placement organisation, practicum coordinator and student prior to the commencement of the placement. All placements are closely supervised by the practicum coordinator, UOW supervisor and supported by the on-site service industry based supervisor. In general, video recordings are not made on external placements, only the recordings of clinical simulations for set assessments will be required, and additional direct observations of on-site clinical activities will be used for competency assessment.

## **PLACEMENT REQUIREMENTS - MASTER OF CLINICAL PSYCHOLOGY AND PHD CLINICAL**

### **Number and Type of Placements Required**

Trainees shall complete a minimum of 3 placements, including at least an initial internal placement at Northfields Clinic. Sometimes a later placement may be done in Northfields Clinic rather than the second one. The other placements will normally be in external agencies and will be divided between child, specialist and psychiatric settings. The psychiatric setting should include a component that entails working with people with psychotic disorders. The child and adolescent placement must be a minimum of 200 hours (80 face-to-face hours). The selection of placements should reflect a diversity of settings across inpatient (hospital), outpatient and community places. Placements are normally 2-3 days per week for 3-6 months, though there is much variation according to the needs of the Placement supervisor, availability, time etc. They should lead to the development of a variety of competencies including assessment, intervention and other professional skills.

### **Requirements for Placement Hours**

Masters Clinical and PhD Trainees must accrue a total of 1000 placement hours over the course of the training. All Trainees must complete at least 60 face-to-face hours at Northfields Clinic prior to beginning an external placement. Many Trainees choose to continue at Northfields for their second placement, usually commencing in late September, which requires a change of supervisor and new placement goals.

The clinic director will sign off on the online practicum logbook once per semester (week 14) and will provide a placement progress report for each Trainee at the exam meeting. However, 1000 placement hours must be accrued by the end of training in order for the degree to be conferred.

All Masters Trainees must achieve the following mix of placement experience over the course of their training:

- 400 hours of these hours must be direct work (face-to-face or over the phone) with clients, in individual or group sessions.
- 180 hours must be contact hours with a clinical supervisor in individual or group supervision. At least half of these (90 hours) need to be individual supervision.
- 420 hours will be in general hours which can include organising appointments, writing up notes, report writing, scoring of tests, and other general duties (eg. obtaining and preparing materials for assessment and treatment sessions).

D.Psych Trainees must accrue a total of 1500 placements hours by completion of GHMC920 and GHMC921 which include the additional 500 placements hours.

Trainees need to enrol in two Practicum subjects. Successful completion of 1st year requires at least 80 hours face to face client contact, pass grade on 1 clinical case report (PSYP911), pass grade on Clinical Competencies Placement Rating Scale, completion of Placement Online Log book, completion of Field Placement Notebook reflection at the end of each Semester, and attendance at group and individual supervision. Successful completion of 2nd Year requires at least 320 hours face to face client contact, 3 clinical case reports, pass grade on Clinical Competencies Placement Rating Scale for each placement, completion of Placement Online Log book, completion

of Field Placement Notebook reflection at the end of each Semester, and attendance at group and individual supervision.

#### Definition of Face-to-Face Hours

Face to Face Client contact is defined as time that focuses 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 stakeholders involved in client care (e.g. family member/s; members of a multidisciplinary treatment team; a referring GP) or an organisation (e.g. provision of psych-education to other stakeholders involved in client care).

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

1. Conducting assessment or therapy sessions for individuals, couples or families.
2. Conducting psychometric testing.
3. Conducting in-person or telephone intake interviews.
4. Providing psychometric assessment feedback.
5. Co-facilitating assessment or treatment sessions with another therapist (co-therapy); need to have an active role, does not include passive observation.
6. Facilitating group treatment sessions.
7. Liaising with client's family members (e.g., to collect information or give feedback about an assessment).
8. Delivering a formal presentation to placement entity's clients or other stakeholders regarding psychologically-related material (e.g., sharing a conceptualisation).
9. Consulting with other professionals (e.g., acute care team, psychiatrist, case worker, teacher, multidisciplinary team) about the management of a client or gathering clinically relevant information (e.g., ward rounds, clinical meetings, phone or in-person discussion of impressions/diagnosis/treatment/follow-up); does NOT include supervision sessions.
10. Communicating with clients via telephone/skype that is not for administrative purposes (e.g., phone review/counselling).

#### 3.2.5 Placements in Paid and/or Private Practice Settings

Trainees may be eligible to complete up to 250 hours of their practicum hours in a public or private practice setting where they are paid for the services that they provide. This type of placement should be supervised by an eligible clinical psychologist and the nature of the clinical work should be relevant to the developmental needs of the Trainee. The approval of these placements will be provided by a sub-committee comprising the Practicum Coordinator and at least one member of the clinical academic staff. In contentious situations, consideration of the placement proposal may be referred for discussion at a Professional Programs Advisory Committee meeting. Trainees who want to complete this type of placement should forward a written proposal to the Practicum Coordinator. As noted above, Trainees need to have their own Insurance policy if they are undertaking paid placements.