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Professional and Clinical Psychology Training

Guidebook 2026

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MASTER OF PROFESSIONAL PSYCHOLOGY

MASTER OF PSYCHOLOGY (CLINICAL)

DOCTOR OF PHILOSOPHY (CLINICAL PSYCHOLOGY)

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Professional and Clinical Psychology Programs
School of Psychology
Faculty of Science, Medicine and Health

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ACKNOWLEDGEMENT

We acknowledge the traditional custodians and cultural knowledge holders of the lands on which we study and work, Five Islands Dreaming, Dharawal Country. We recognise the deep and ongoing relationships that Aboriginal and Torres Strait Islander peoples have with Country; the seas, skies, waterways and land, and the continuing practices of care that have sustained Country for over 65,000 years.

We acknowledge the harms that colonisation, and specifically psychology, have caused Aboriginal and Torres Strait Islander peoples, and commit to listening more, following more, and collaborating more. We are grateful for the strong and determined leadership of Aboriginal and Torres Strait Islander psychologists in elevating Indigenous knowledges, including research practices, and agree to participate in the work of transforming the discipline.

As a program, we commit to become more culturally responsive, to address the harms, to support Aboriginal and Torres Strait Islander students to become psychologists, and to support self-determination and equity in Indigenous health and wellbeing.



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The Northfields Psychology Clinic Precinct at the University of Wollongong: Northfields Clinic@Early Start on left, Northfields Psychology Clinic, Bldg 22 on right



Northfields Psychology Clinic



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ABOUT THIS GUIDEBOOK

This guidebook provides an overview of the, vision, structure, and practicum requirements of the Professional and Clinical Psychology Programs at the University of Wollongong Australia. Our programs, ensure a common high standard of competence is achieved by graduates from all programs: Master of Professional Psychology (MPP), Master of Psychology (Clinical) (MCP), and PhD (Clinical Psychology) (PhD Clin).

All programs are accredited by the Australian Psychology Accreditation Council (APAC) and are pathways to registration as a psychologist with the Psychology Board of Australia. Entering either of the programs allows provisional registration as a psychologist. Entry is extremely competitive, and our graduates are highly regarded.

The MPP is a fifth year program, which when combined with a sixth-year internship outside the University, leads to general registration as a psychologist. This is commonly referred to as the 5+1 pathway to registration. The MCP is a fifth- and sixth-year program and is a pathway to general registration as a psychologist, and when combined with a two-year clinical psychology registrar program outside the University, leads to eligibility for Area of Practice Endorsement in clinical psychology. Note: The MPP and MCP have an overlapping fifth year, allowing exceptional MPP candidates to obtain course credit should they enter the MCP after one year of study and successful competitive selection into the MCP. Prospective applicants are encouraged to apply for both the MPP and MCP programs.

The PhD Clin is a research PhD with the MCP coursework and practicum integrated across four years. This qualification demonstrates international research excellence, senior leadership potential for the profession and eligibility for general registration; with Area of Practice Endorsement in clinical psychology attainable following an 18-month clinical psychology registrar program.

For more detailed information about the School of Psychology see:
<https://www.uow.edu.au/science-medicine-health/school-of-psychology/>

HOW TO APPLY

Entry is by competitive selection and applications close in September each year. Some applicants will be invited to a selection interview, usually held in November. Courses start each year in mid-February. Selection for entry to programs is made once a year; students who are unable to take up an offer of entry will need to re-apply the following year as deferral is not available.

For detailed information about the Professional and Clinical Psychology Programs, and entry requirements, see:

<https://www.uow.edu.au/science-medicine-health/school-of-psychology/postgraduate-psychology/>



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STUDENT ENQUIRIES

General enquiries should be made via email askuow@uow.edu.au or **phone 1300 275 869**. Alternatively, visit Student Central in Building 17 between 9am-5pm, Monday – Friday.

During the years you are completing your program you will also have a range of questions regarding the various components of your course. For enquiries, the following people should be contacted in the following order, depending on the nature of your enquiry:

- Concerns about a specific subject: Subject Coordinator -> Deputy Director -> Director
- Concerns about research: Coordinator of Research Subject -> Director
- Concerns about PhD research or candidature -> Head of Postgraduate Studies
- Concerns about practica: Supervisor -> Practicum Coordinator -> Director
- General administrative concerns: AskUOW -> Deputy Director -> Director



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KEY CONTACTS

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MEET THE TEAM



Ms Johanna Allsopp (she/her) is of English settler heritage, grew up on beautiful Bundjalung Country and now lives, works, and plays on Dharawal Country. She strives to approach her work with humility, acknowledging that her heritage and professional position afford her privileges that shape her worldview and interactions. She has nearly 15 years' experience as a clinical psychologist and supervisor, working across the NGO and NSW Health sectors. She primarily draws from acceptance and commitment therapy, cognitive behavioural therapy, schema therapy, narrative practices and attachment theory in her work. Johanna acknowledges that learning is a lifelong process and is committed to critically examining dominant paradigms in western psychology practices in her teaching and clinical work.



Professor Vida Bliokas is a clinical psychologist with over 30 years of experience holding various senior leadership roles, such as NSW Health manager of psychology services, senior professional leader, executive Head of Discipline and academic program director. She is a past President of the Australian Clinical Psychology Association. She conducts practice and research in the areas of rehabilitation, medical psychology, cognitive functioning, and suicide prevention, and is driven to promote equitable, effective, accessible, and culturally safe practices to ensure social and emotional wellbeing for all people. She is a cisgender woman of Lithuanian heritage who currently lives on Dharawal Country. Her learnings from Aboriginal and Torres Strait Islander peers have encouraged her to reflect deeply on the impacts of colonisation and of white, Western colonised psychology, and to therefore begin a lifelong journey toward decolonising her worldview and reflexivity.



Dr Emanuela Brusadelli is a senior clinical psychologist academic, individual and group psychodynamic psychotherapist, and consultant for the Psychodynamic Diagnostic Manual (PDM-2). She has expertise in psychodiagnosis and is a member of the Society for Psychotherapy Research, the Society for Personality Assessment, and the Society for Psychoanalysis and Psychoanalytic Psychology (APA Div. 39). Her research interests are assessment of psychopathology, personality, psychotherapy, eating disorders, and malingering.



Ms Christine Carey (she/her) is a white, cisgendered woman living on the lands of Five Islands Dreaming. She is of Irish Catholic descent and participates in local community and social justice projects. A clinical psychologist with a passion for working with families, she has worked across NGO, health, school and private practice settings. Christine has lead teams in perinatal mental health, attachment trauma, suicide prevention and rural mental health. She works from a systemic and decolonising framework, and uses relational ACT/CBT/Schema approaches.





Dr Kate Croaker is a Senior Lecturer and clinical neuropsychologist with over 15 years' experience in rehabilitation, medical, and aged care psychology within NSW Health. She was born and lives on the unceded lands of the Gweagal people of the Dharawal Nation and identifies as a cisgender, white woman of Swiss/Prussian immigrant and English/Irish settler heritage. Her research focuses on neuropsychological functioning in Functional Neurological Disorders (FND) and improving cognitive assessment and therapy for neurodivergent individuals. Kate

acknowledges the historical role of psychology in colonisation and is committed to embedding decolonising principles in her teaching and research, particularly at the intersection of culture, neurodiversity, medical and mental health. Kate fosters an inclusive, reflective learning environment that encourages critical thinking and values diverse perspectives.



Dr Tayla Degan (she/her) is a cisgender white woman of English and Italian settler heritage, born and currently living on Dharawal Country in Kurranelle (Cronulla) and working on the lands of the Wodi Wodi people. Tayla is a clinical psychologist who has worked across settings including Corrective Services NSW and private practice, and is the co-developer of the *Doing ADHD Differently* group program. Her therapeutic approaches include cognitive behavioural therapy, acceptance and commitment therapy, and dialectical behaviour therapy. Her research interests include substance use and neurodivergence, with a focus on health literacy and loneliness. Tayla

recognises that her social location, privilege, training, and professional roles shape how she understands and engages with the world, and she is committed to ongoing reflexivity, learning, and accountability in supporting culturally safe, inclusive, and ethical practice.



Zoe Jarvis (she/her) is a white woman of German-British immigrant and Irish convict heritage raised on rural Gundungurra land and now lives near the coast on Dharawal country. She has 15 years' clinical experience working across the lifespan in different health settings in the public and private sector with a particular interest in perinatal, child and adolescent mental health and supporting adults with medical illness and injury. She uses dialectical behaviour therapy, cognitive behaviour therapy and acceptance and commitment therapy approaches, with experience in family therapy. Zoe values equity, truth telling and moving towards decolonisation, particularly in health settings. She welcomes diverse perspectives, acknowledges how our

experiences shape our understanding and encourages critical self-reflection and reflexive practice.



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Professor Marc de Rosnay Marc immigrated to Australia as a child and is of predominantly Celtic heritage. In his early career he worked with youth in the Juvenile System, an experience that profoundly affected his perspective on system responses to children and families, the role of trauma in development, and the critical importance of family, culture, and community for children’s wellbeing. Marc is a Professor of Child Development in the School of Psychology with a specialization in children’s social and emotional development. He predominantly works in research translation within the early childhood education and care sector. Over the last decade, Marc and

his colleagues have focused on supporting early childhood educators working within complex services systems to meet the inclusion and educational needs of children from a diverse range of backgrounds, including communities in metropolitan and regional settings. Marc lives with his family on the unceded lands of the Wangal people in Sydney’s Inner-West.



Senior Professor Brin Grenyer OAM - I am a clinical psychologist (he/him), born on the Traditional Lands of the Wurundjeri Woi-wurrung and Bunurong peoples of the East Kulin Nations. My family settled there post-war bringing a cultural heritage originating from the Celts in the land of the Britons and Gaul. I have held senior leadership roles in national and international organisations including President of the International Society for the Study of Personality Disorders (2024-25), and Foundation Chair of the Psychology Board of Australia (2009-2018). My ongoing research, teaching and clinical work is informed by reflexive awareness and a commitment to ethical, culturally responsive practice.



Dr Atanas Janackovski is Clinical Psychologist, academic, and private practitioner with over 20 years experience in the social welfare sector. Atanas research and clinical interests include suicide prevention, and treatments for PTSD and other trauma-related disorders. He is also a certified yoga and meditation teacher and long-term practitioner.



Associate Professor Briony Larance is a cisgender woman of English immigrant and Anglo-Celtic settler heritage, born and raised on Wiradjuri Country and currently living and raising her children on Dharawal Country. Her academic training in psychology and public health has been shaped by predominantly White, Western epistemologies that have historically marginalised Indigenous knowledges and ways of being. She is at the beginning of an ongoing process of decolonising her worldview, which involves unlearning taken-for-granted assumptions, listening with humility, and remaining

accountable to Indigenous peoples and communities. Through engaging with intersectional and Indigenous frameworks, she seeks to contribute to research and teaching practices that are respectful, relational, and culturally responsive.



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Dr Ely Marceau (she/her) is a cisgender woman of Anglo-Celtic and French-Canadian settler heritage, born, raised, and currently living on Dharawal Country. She is a clinical psychologist with over 10 years' experience, having worked in public mental health, including Whole of Family and Child, Adolescent and Youth services, and consulting on complex cases in health and school settings. Her clinical practice is primarily psychodynamic, with a strong emphasis on relational sensitivity, careful observation, and reflexive practice that considers how her own perspectives and positionality influence her work. She strives to create a learning environment that is supportive, curious, and encourages critical

reflection, while remaining attentive to culturally responsive and safe practice. Her research investigates mechanisms of change in psychotherapy for complex mental health conditions, particularly personality disorder.



Associate Professor Judy Pickard (she/her) acknowledges the Traditional Custodians of the lands on which she has lived and worked. She grew up on Gadigal Country of the Eora Nation and now lives, works and plays on Dharawal Country. Judy acknowledges the ongoing impacts of colonization and is committed to being an ally in supporting truth-telling and decolonization. Judy has 25 years' experience as a clinical psychologist and supervisor in the field of mental health. Her teaching and research interests include attachment relationships, mindfulness and complex mental health disorders. In her clinical practice Judy primarily uses Acceptance and Commitment Therapy. She is dedicated

to lifelong learning and to embedding Indigenous knowledges and perspectives within psychology practice.



Dr Anna Sidis (she/her) is a cisgender woman and descendant of European settlers. She was born on Gadigal land and now lives on the lands of the Wodi Wodi people. Anna is clinical psychologist with over 20 years' experience working with young people in crisis and their support networks. Anna has worked in outpatient services such as the Child and Adolescent Mental Health Service (ISLHD, SESAHS), and Inpatient services such as the Walker Unit and USpace Inpatient facility. She has a keen interest in systemic and constructivist therapies including Narrative Therapy and Open Dialogue. She is committed to critical perspectives in

mental health research and embraces co-production designs which privilege lived experience.

Our programs are also supported by visiting scholars, field supervisors, research fellows and other faculty members. Further details about staff:

<https://www.uow.edu.au/science-medicine-health/school-of-psychology/our-people/>



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THIRD PARTY INFORMATION SHARING

The School of Psychology is required by law or under contract to disclose student and enrolment information to certain third parties. The following provides a guide on third party information sharing.

All Students:

Psychology Board of Australia

The School will provide new and continuing enrolment details to the Psychology Board of Australia, via the Australian Health Practitioner Regulation Agency (AHPRA) for the purpose of provisional registration and confirmation of course completion. The Psychology Board is the regulator of the psychology profession in Australia. This information includes personal details (name, date of birth and student number) and enrolment information.

Master of Psychology (Clinical), Doctor of Philosophy (Clinical Psychology), Master of Professional Psychology:

NSW Health – ClinConnect

Master of Professional Psychology students who are undertaking a NSW Health placement and all clinical psychology students are required to be verified by NSW Health. The School will provide NSW Health with student information for the purpose of health verification via the ClinConnect system. This information includes personal details (name, date of birth, student number, email address) and enrolment information.



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FACULTY OF SCIENCE, MEDICINE, AND HEALTH

As a postgraduate student you become a valued member of the Faculty of Science, Medicine and Health (SMAH). 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.

The Faculty of Science, Medicine and Health offers a range of undergraduate and postgraduate programs designed to meet the needs of a diverse student population. We carry out world-leading research which is strongly aligned with our teaching program. As a student of our faculty, you will be actively engaged in learning with extensive clinical experiences, use of advanced educational technologies and opportunities for enriching work experience. More information about the Faculty of Science, Medicine and Health and our School is available on our web pages: <https://www.uow.edu.au/science-medicine-health/>



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OUR PROGRAM VALUES

Our Vision

We are committed to culturally responsive and ethically grounded psychology education that recognises Aboriginal and Torres Strait Islander peoples as the First Peoples of Australia. We strive to engage in ongoing listening, learning, and reciprocal relationships, and to respectfully embed Indigenous ways of knowing, being, and doing within teaching, research, and professional practice.

As leaders in postgraduate psychology education, we uphold excellence and innovation in teaching, research, and practice through evidence-based and reflective approaches. Our work is guided by humility, integrity, and a commitment to continuous quality improvement. We partner with students, placement providers, and communities to respond adaptively to emerging professional and societal needs. Our graduates are known for their compassion, cultural responsiveness, ethical integrity, reflective practice, and professional competence.

Our Values

S	Safety We foster a culture of safety for students, staff, and community members. We develop future psychologists who are competent to provide services that are safe, culturally responsive, compassionate, and evidence-based.
T	Teamwork We recognise the value of knowledge, skills and expertise of the people we support, their families & carers, students and other professionals. We learn from, share with, and collaborate with each other.
R	Responsibility We live by the principles of our profession. We model reflective and reflexive practice for the benefit of the people we support, their families & carers, students and the community.
I	Innovation We take a science-based, innovative approach to our teaching and research. We encourage curiosity, flexibility and creativity in our work and in our students.
V	Voice We create space for the voices of the people we support, their families & carers, students, and other stakeholders. We actively seek opportunities for these voices to be heard and influence the work we do.
E	Embrace Diversity We embrace and learn from diverse experiences and perspectives. We apply a human rights, strengths-based, whole-person approach in the way we work.



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Our purpose

Our postgraduate psychology programs are designed to:

- **Develop competent, ethical, reflective, and compassionate psychologists** who are prepared to practise safely and effectively in the public interest.
- **Engage in systematic and purposeful consultation with community, students, and stakeholders**, using feedback to inform continuous quality improvement and closing the feedback loop in a timely and transparent manner.
- **Meet and exceed Australian Psychology Accreditation Council (APAC) requirements**, and align with relevant professional, regulatory, and industry standards governing psychology education and practice.
- **Promote culturally responsive, anti-oppressive, and reflexive practice**, including critically examining colonial assumptions in psychology and developing an understanding of intersecting forms of marginalisation and their impact on psychological wellbeing and service delivery.
- **Deliver contemporary, evidence-based education that is responsive to emerging developments in psychology**, engages students as active partners in learning, and contributes to the generation, evaluation, and translation of best practice.
- **Establish and sustain high-quality partnerships** with placement providers, community organisations, and professional stakeholders to support effective training, supervision, and professional socialisation of future psychologists.
- **Integrate culture, equity, and diversity across all aspects of program design, delivery, assessment, and governance**, ensuring these principles are embedded rather than treated as discrete or standalone components.



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HISTORY OF THE WOLLONGONG PROFESSIONAL AND CLINICAL PROGRAMS

Applied professional and clinical psychology 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) Frank Deane (1998-2000, 2011-2012), Brin Grenyer (2005-2007, 2016-2020), Hamish McLeod (2011), Mitchell Byrne (2013-2016), Vida Bliokas (2021- 2025), and Anna Sidis (2026- current).

The University of Wollongong is widely recognised for its innovation. It was one of the first universities to offer a PhD degree in Clinical Psychology, commencing in 1990, and 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 degree, commencing in 2012, with Trevor Crowe as the inaugural coordinator (2011-2016).

Northfields Psychology Clinic at the University of Wollongong is the third oldest clinic of its kind in Australia. At the time it was founded in 1981, only the University of Sydney and the University of Western Australia had such clinics. Northfields Psychology 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, adolescents, and adults for a range of issues including anxiety, depression, emotional or behavioural difficulties, personality disorders, adjustment issues, and difficulties with interpersonal relationships. Group programs and cognitive assessments are key components of care provided at Northfields.

Managers of Northfields Psychology Clinic have been John DeWet (1981-1998), John Freestone (1999-2003), Chris Allan (2004-2015), Mark Donovan (2015-2021) and Christine Carey (2022-current). Over 500 psychology interns have graduated from the Clinic over the past 46 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 services 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. In 2018, the clinic expanded to become two facilities – the original adult clinic in Building 22, and the child and adolescent clinic in the Early Start building.

Further information about Northfields Psychology Clinic is here:
<https://www.uow.edu.au/northfields-psychology-clinic/>



STUDENT PRIZES

APS COLLEGE OF CLINICAL PSYCHOLOGISTS 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 are 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
2016	Esther Davis
2017	Ely Marceau
2018	Carol Keane
2019	Johanna Meyer
2020	Isabella Ingram
2021	Nicholas Day
2022	Tayla Degan
2023	Atanas Janackovski
2024	Dominic Fernandez



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FREESTONE CLINICAL PSYCHOLOGY AWARD

John Freestone was instrumental in building the reputation of clinical psychology training at the University of Wollongong 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 Psychology Clinic, the university's psychology training clinic. He was also one of the most experienced and respected clinical psychologists in the Illawarra region, where he served in the area mental health service and as a private practitioner. John Freestone was 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. All students enrolled in the University of Wollongong Clinical Psychology Program (MCP, PhD Clin) 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 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 Professional and Clinical Psychology Programs will cast a final vote.

Past winners:

2006	Rachael Murrhly	2021	Josephine McNamara
2007	Samantha Clarke	2022	Jane Woodbridge
2008	Jane Middleby-Clements	2023	Mackenzie Sternbeck-Rutter
2009	Fiona Davies	2024	Ella-Rose Boase
2010	Virginia Williams		
2011	Christen Elks		
2012	Lainie Berry		
2013	Brie Turner		
2014	Stacey Berry		
2015	Kye McCarthy		
2016	Samantha Broyd		
2017	Fiona Calvert		
2018	Annaliese Gray		
2019	Alison Webber		
2020	Caroline Turnbull		



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VINEY PROFESSIONAL PSYCHOLOGY AWARD

Professor 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, respectively. 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 the Australian Psychological Society and served on the NSW Psychology Registration Board. She published over 185 papers and 16 books in psychology in lifestyle 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 recommendation will be to the Head of School. All students enrolled in the University of Wollongong Master of Professional Psychology Programs (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 subjects 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 Psychology Programs will cast a final vote.

Past winners:

2017	Rebecca Holden
2018	Kendall Allsop
2019	Laura McCabe
2020	Samantha Pilcher
2021	Sarah Shaw
2022	Zachary Churchill
2023	Clara Rimondi
2024	Jennifer Gegner



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PART A - PROGRAM STRUCTURE, MANAGEMENT & RESOURCES

THE 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 Philosophy (Clinical Psychology): 4 years full-time

Master of Professional Psychology

This program involves training to become a psychologist. This is a one-year professional psychology training program at the fifth 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.

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 Master of Psychology (Clinical) involves four semesters of full-time study or their equivalent part-time. The Doctor of Philosophy (Clinical Psychology) is a research degree that requires the completion of an original clinical research thesis. The PhD (Clinical Psychology) 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 component will be written up as a thesis and constitutes approximately two-thirds of the program. The program requires successful completion of a total of 192 credit points (60 credit points of coursework subjects; 132 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 (for more information see <https://policies.uow.edu.au/document/view-current.php?id=3>).

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.



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Master of Professional Psychology

Students accepted into the 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, two referees' reports, and performance at a selection interview).

Master of Psychology (Clinical)

Entry to the Master of Psychology (Clinical) 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, two 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 have identified their research supervision team.



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ARTICULATION PATHWAYS

MPP to MCP Articulation Pathway

Students completing the Master of Professional Psychology (MPP) are eligible to apply for an Articulation Pathway into the Master of Psychology (Clinical) (MCP). This pathway recognises the learning and training already achieved in the MPP course by providing credit for shared subjects. Students that complete the articulation pathway receive both the Master of Professional Psychology degree and the Master of Psychology (Clinical) degree. To be considered for this pathway, students must have completed the MPP within 5 years of application.

Students need to apply through the normal application process to the University, due in September each year. Applicants shortlisted will undergo the usual selection interview and will be required to provide a personal statement and referees reports with their application.

The professional and clinical courses share common subjects – Assessment, Psychotherapy A and B, Applied Interventions, Research A and B, and Practicum.. Therefore, students who apply for and gain entry into another degree (e.g., MPP to MCP) are able to obtain credit for completed coursework that is common to both programs of study. Note however that there are different practicum requirements between the MPP and MCP pathway to registration that affect how much credit can be granted for the Practicum subject.

Students interested in the Articulation Pathway should note that an extended candidacy is required due to the differences in practicum requirements between the MPP and MCP programs. Students who complete the MPP and then articulate into the MCP will be required to complete a further three placements of six months length (one internal placement at Northfields Psychology Clinic and two further external placements). This will extend their candidacy, with students becoming eligible to graduate from the Master of Clinical Psychology after 18 months (i.e. 12 months for MPP then a further 18 months for MCP).

Students intending to apply for the articulation pathway into the Masters of Clinical Psychology are encouraged to discuss their enrolment with the Academic Program Director (Dr Anna Sidis).

MCP to PhD (Clinical Psychology)

High performing students in the Master of Psychology (Clinical) program are eligible to apply for the PhD (Clinical Psychology) program through the normal application process to the University. Most commonly, students apply to the University for entry into the PhD (Clinical Psychology) program at the end of their first year of MCP study (or its part-time equivalent). Students can apply for a postgraduate stipend (scholarship) at the same time they apply for entry into the PhD (Clinical Psychology) program. Applications are considered on merit, and once accepted, students are given credit for subjects undertaken during the Master of Psychology (Clinical) degree.



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COMPLETION OF COURSE AND AHPRA REGISTRATION

Once students have completed all the requirements for their degree in one of our Postgraduate Psychology Masters programs, a notification is provided from the School of Psychology directly to AHPRA to confirm that students have completed the requirements of their degree. Students must also follow official university procedures to confer their degree by applying to graduate. Conferral is the official act of granting a course/degree and receiving your academic documents. When a course is 'conferred' students can commence using their qualifications, title, and post-nominal. It is important to note that you must apply for graduation if you wish to be conferred. You are not required to attend a graduation ceremony, however, in order to have your course awarded and your official academic documentation provided, you must apply to graduate. Graduands must then liaise with AHPRA independently to apply for General Registration (Masters of Clinical Psychology) or ongoing Provisional Registration (Masters of Professional Psychology). For further details please see <https://www.psychologyboard.gov.au/Registration/General.aspx>



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All pathways to general registration

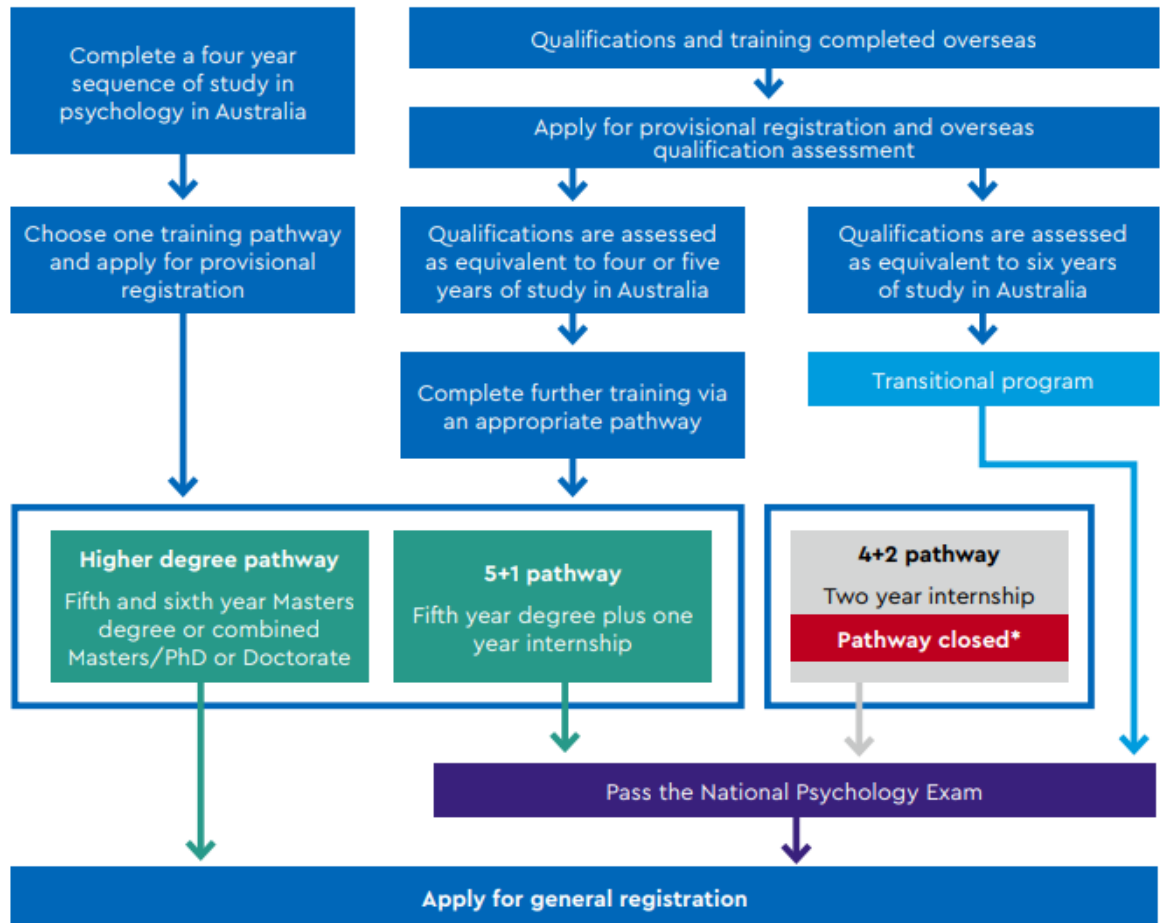


Figure 1. Pathways to general registration as a psychologist in Australia, as outlined by the Psychology Board of Australia (AHPRA). Further information can be accessed here: <https://www.psychologyboard.gov.au/Registration/General.aspx>



PSYCHOLOGY BOARD OF AUSTRALIA REGISTRATION FOR PHD STUDENTS

Early general psychologist registration with the Psychology Board of Australia is available for PhD (Clinical Psychology) candidates who have completed all the coursework and placements for their clinical psychology degree and have made substantial progress with their Doctoral thesis.

The Psychology Board of Australia has a Policy for higher degree students applying for general registration.

This policy states:

Applicants who have not yet completed the doctoral thesis required for their postgraduate qualification may apply to have their application for general registration assessed under part e) i) or e) ii) on the basis that they have completed the equivalent of a Board-approved postgraduate qualification accredited as a fifth and sixth year of study. These applicants are required to provide the following evidence of equivalence:

- *current official academic transcript, and*
- *a statement that is signed by the applicant and the Head of School (or their nominee) on a Psychology Board of Australia form (PDEC-76), which certifies:*
 - *the candidate has completed all coursework and practicum placements at the level of participating in the Masters program, and*
 - *that the thesis writing has progressed sufficiently as to be equivalent to a Master's thesis in size and scope at that institution.*

As such, students wishing to apply for early general registration should contact the Director of Professional and Clinical Psychology Programs with a request and provide evidence of:

- completion of all coursework and practicum (a transcript showing completion of all coursework and practicum subjects)
- completion of research work equivalent to that required in the Master of Psychology (Clinical) degree research project (e.g., evidence of the submission of a research article for publication; a published study; or a draft manuscript that is in a form that would be considered suitable for marking as a Masters thesis i.e. suitable for journal submission).

A completed [Statement of assessment for provisional psychologists – PDEC-76](#) form and an academic transcript via 'My eEquals' should be forwarded to the Director of Professional and Clinical Psychology Programs who will forward these to the Head of School for signing. Please note, it is at the discretion of the Head of School to sign this form. The Director of Professional and Clinical Psychology Programs will provide advice to the Head of School.

Note: gaining early general registration does not allow for faster progression to Area of Practice Endorsement. Progression to endorsement will only occur following completion of the PhD thesis and becoming eligible for the award of the degree of PhD (Clinical Psychology).



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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 <https://www.uow.edu.au/student/admin/study-breaks/>

Failure to do so is likely to result in a 'lapsed' enrolment status. 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 ongoing 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

The sequence of subjects in our courses is fixed. However, the sequencing and content of subjects may vary from year to year, and up to date details are on the University of Wollongong website 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 are required to follow a fixed schedule during their course. Any variation of enrolment must be discussed and approved by the Academic Program Director (Postgraduate). For the same reasons, only full- and part-time options are available to students. For example, those who plan to complete their Master of Psychology (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 (Clinical Psychology) enrol as full-time rather than part-time student, and any variation of this needs to be approved by the Academic Program Director (Postgraduate).

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 guidebook 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 guidebook also includes useful and vital information about a wide range of issues including mutual responsibilities, facilities available, practicum guidelines and grievance mechanisms. Whilst every care has been taken in completing this guidebook, there may be changes applied from time to time, and students are generally advised to check with staff for the most current information.



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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, on campus.

Overview

The Master of Professional Psychology is an APAC accredited, Australian Qualifications Framework (AQF) Level 9 Masters by Coursework degree designed to prepare candidates for a final year of supervised internship in the field of psychological practice prior to full registration with the Psychology Board of Australia. Applicants will already have completed a four-year APAC accredited AQF Level 8 sequence in psychology or an international equivalent.

This course provides one year of full-time education in the professional practice of psychology. The coursework aims to develop the knowledge and skills required in professional psychological practice, building on the existing knowledge and skills base acquired as part of the undergraduate course. Case studies, simulated laboratory exercises and reflective assessment tasks scaffold the development of skills in a safe environment.

Seminar presentations offer a chance to test growing clinical expertise with peers and provide exposure to alternative cases and methods of practice. Supervised practica run alongside this coursework, giving an opportunity to apply knowledge and skills in real-world cases. Capstone research subjects and external practicum ensure learning outcomes of the course are to a professionally acceptable level and meet the core professional attributes and capabilities outlined in the APAC accreditation standards.

The program is taught via a combination of face-to-face lectures, discussions and skills training workshops, e-learning, supervision, and external service industry placements.

Competencies

Students graduating from the Master of Professional Psychology will demonstrate APAC Level 3 competencies:

- 3.1. Critically evaluate contemporary scientific literature to inform practice.
- 3.2. Apply evidence-informed and scientific methods to professional practice across the lifespan in empirically valid and culturally responsive ways.
- 3.3. Apply professional interpersonal communication and interview skills in a culturally responsive manner.
- 3.4. Administer a range of psychological assessments with respect and cultural safety.
- 3.5. Identify psychological disorders using a recognised taxonomy.
- 3.6. Synthesise information from multiple sources into a coherent case conceptualisation of the client's presenting issues to select and implement appropriate interventions.
- 3.7. Implement culturally safe interventions based on evolving case conceptualisation.



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- 3.8. Regularly evaluate client progress to revise case conceptualisation and interventions as necessary.
- 3.9. Demonstrate interprofessional collaborative practice and respectful and culturally responsive working relationships with others.
- 3.10. Operate within the boundaries of their professional competence, consult with peers, supervisors or other relevant sources where appropriate, and refer on to relevant other practitioners where appropriate.
- 3.11. Interpret and communicate findings in oral and written formats, including formal psychological reports, using culturally appropriate language.
- 3.12. Rigorously apply professional practice policies and procedures, including as they relate to referral management and record-keeping, across a range of workplace settings and with recognition of different organisational cultures and practices.
- 3.13. Manage ethical dilemmas using sound decision-making processes and take responsibility for professional conduct.
- 3.14. Engage in self-reflective professional practice, taking account of the impact of their own values and beliefs, and taking appropriate actions as a result.
- 3.15. Evaluate the effectiveness of their professional practice, identifying areas for improvement and implementing changes where needed.
- 3.16. Complete a substantial research-based project, capstone experience, or piece of scholarship.
- 3.17. Demonstrate an understanding of psychosocial risks associated with practice and the ability to apply principles of self-care for safe and sustainable practice.
- 3.18. Demonstrate the ethical and competent use of digital technologies in psychology practice.

Course Structure

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

Semester 1 (Autumn) - 18cp subjects + 6cp from annual subject = 24cp

PSYP911 Assessment (6cp)

PSYP932 Psychotherapy A (6cp)

PSYP941 Research Skills for Evidence-Based Practice A(6cp)

Semester 2 (Spring) - 18cp subjects + 6cp from annual subject = 24cp

PSYP934 Psychotherapy B (6cp)

PSYP942 Research Skills for Evidence-Based Practice B (6cp)

PSYP935 Applied Interventions (6cp)

Semesters 1 and 2 (Annual) - 12cp in total; 6cp per semester

PSYP923 Practicum* (12cp)

*(Part-time sequence - PSYP923 Practicum in Year 2)



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MASTER OF PSYCHOLOGY (CLINICAL)

Testamur Title of Degree: Master of Psychology (Clinical)

Abbreviation: MPsych(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) is an APAC accredited, AQF Level 9 Masters by Coursework degree. It is designed to qualify candidates for general registration with the Psychology Board of Australia and prepare them for a registrar program leading to Area of Practice Endorsement in clinical psychology.

Applicants will already have completed a four-year APAC accredited AQF Level 8 sequence in psychology or an international equivalent.

This course provides two years of full-time education in the professional practice of clinical psychology. The coursework aims to develop the knowledge and skills required for clinical practice in the field of mental health with individuals, families and groups within a scientist-practitioner framework, building on the existing knowledge and skills base acquired as part of the undergraduate course. Case studies, role plays and reflective assessment tasks scaffold the development of skills in a safe environment. Seminar presentations offer a chance to test growing clinical expertise with peers and provide exposure to alternative cases and methods of practice.

Supervised clinical placements to a minimum of 1000 hours run alongside this coursework, giving an opportunity to apply knowledge and skills in real-world cases. In addition, students are required to complete a significant research project. The capstone research project and external practicum ensure learning outcomes of the course are met to a professionally acceptable level and meet the core professional attributes and capabilities outlined in the APAC accreditation standards.

The program is taught via a combination of face-to-face lectures, discussions and skills training workshops, e-learning, research supervision, and supervised clinical placements.



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Competencies

Students graduating from the Master of Psychology (Clinical) will demonstrate APAC Level 3 (as listed above) and Level 4 competencies:

Taking into account the broad diversity of clients and development across the lifespan, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply advanced psychological knowledge to competently and ethically:

Apply advanced psychological knowledge of the following to their practice in clinical psychology:

- Psychological theories of the aetiology, progression and/or recovery, precursors and sequelae of psychological disorders, including incidence, prevalence, and predisposing, risk, protective and maintenance factors
- Both developmental systems and biopsychosocial models of health as they apply to psychological disorders as well as the multiple factors that impinge on mental health across the lifespan
- Psychopathology and relevant international taxonomies of classification of psychological disorders, including severe, complex and chronic mental illness
- Psychopharmacology, particularly as it relates to complex psychological disorders.

Apply advanced psychological knowledge to culturally responsive assessment in the area of clinical psychology, including:

- Evaluation of psychological disorders with reference to relevant international taxonomies of classification, including disorders of moderate to severe level and complexity
- Use of assessment tools and processes related to a wide range of psychological disorders, and including psychometric tests, structured or semi-structured interviews, behavioural observations, measures of functionality and processes that enable collection of collateral information from multiple sources, including groups and systems relevant to the client
- Integration, interpretation, and synthesis of clinical psychological assessment data with the knowledge of psychopathology to inform case formulation, diagnosis and intervention
- Evaluation of symptom reduction, therapeutic outcomes, the therapeutic alliance and client progress throughout therapy.

Apply advanced psychological knowledge to culturally responsive interventions in the area of clinical psychology, including:

- Selection, tailoring and implementation of appropriate evidence-based interventions on the basis of an initial case formulation, whether individuals, dyads or carers/dependents
- Monitoring of outcomes and modifications based on evolving case formulation and intra- and interpersonal processes, with care given to the appropriateness of interventions for the client or clients within their wider context
- Consultation and collaboration with other professionals regarding clinical planning and referrals, particularly in the context of complex case presentations
- Evidence-based practice in the understanding and management of psychological disorders, including across the age range and across modalities such as e-health approaches.



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Course Structure

The course requires successful completion of at least 96cp over four semesters.

Year 1 - 48 credit points

Semester 1 (Autumn) - 18cp subjects + 6cp from annual subject = 24cp

PSYP911 Assessment (6cp)

PSYP932 Psychotherapy A (6cp)

PSYP941 - Research Skills for Evidence-Based Practice A (6cp)

Semester 2 (Spring) - 18cp subjects + 6cp from annual subject = 24cp

PSYP934 Psychotherapy B (6cp)

PSYP935 Applied Interventions (6cp)

PSYP942 Research Skills for Evidence-Based Practice B (6cp)

Semesters 1 and 2 (Annual) 6cp per semester

PSYP923 Practicum (12cp)

Year 2 - 48 credit points

Semester 1 (Autumn) - 18cp subjects + 6cp from annual subject = 24cp

PSYP916 Clinical Assessment and Interventions A (6cp)

PSYP945 Research Project A (12cp)*

Semester 2 (Spring) - 18cp subjects + 6cp from annual subject = 24cp

PSYP913 Clinical Assessment and Interventions B (6cp)

PSYP946 Research Project B (12cp)*

Semesters 1 and 2 (Annual) 6cp per semester

PSYP924 Advanced Practicum (12cp)

*Part time sequence - students enrol in these courses second.



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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

Overview

The Doctor of Philosophy (Clinical Psychology) is an APAC accredited, AQF Level 10 Doctoral degree. It is designed to qualify candidates for general registration with the Psychology Board of Australia and prepare them for a registrar program leading to Area of Practice Endorsement in clinical psychology.

Applicants will already have completed a four-year APAC accredited AQF Level 8 sequence in psychology or an international equivalent.

This course provides four years of full-time education in the professional practice of psychology with expertise in clinical research. The coursework aims to develop the knowledge and skills required for clinical practice in the field of mental health with individuals, families, and groups within a scientist- practitioner framework, building on the existing knowledge and skills base acquired as part of the undergraduate course. Case studies, role plays, and reflective assessment tasks scaffold the development of skills in a safe environment. Seminar presentations offer a chance to test growing clinical expertise with peers and provide exposure to alternative cases and methods of practice.

Supervised clinical placements to a minimum of 1000 hours run alongside this coursework, giving the opportunity to apply knowledge and skills in real world cases. The external clinical practicum subject is the capstone experience where clinical learning outcomes of the course are assured to a professionally acceptable level, which meets the core professional attributes and capabilities as outlined in the APAC accreditation standards. In addition, students undertake in-depth supervised research that makes an original contribution to the body of knowledge in clinical psychology. The research comprises approximately two-thirds of the degree. They complete a detailed literature review and present their research proposal to a Research Proposal Review panel in the first year of their candidature.

The program is taught via a combination of face-to-face lectures, discussions and skills training workshops, e-learning, research supervision, and supervised clinical placements.

Competencies

Students graduating from the Doctor of Philosophy (Clinical Psychology) will demonstrate APAC Level 3 and Level 4 competencies (as above), as well as demonstrate substantial skills in the conduct and reporting of original psychological research.



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Course structure

The course requires successful completion of at least 192cp over eight semesters. The course comprises research training to the value of at least 132cp (69% of the program), plus 36cp coursework and 24cp practicum. NOTE: the following course structure is recommended, although other configurations are also possible and should be approved by the supervisor and Academic Program Director (Postgraduate). Please ensure that the option you choose is communicated to the Northfields Psychology Clinic Director, and the Placement Coordinator to ensure practicum progression.

Year 1* - 48 credit points

Semester 1 (Autumn) 24cp

THES924 Thesis (24cp)

Semester 2 (Spring) 24cp

THES924 Thesis (24cp)

Year 2 - 48 credit points

Semester 1 (Autumn) 24cp

PSYP911 Assessment (6cp)

PSYP932 Psychotherapy A (6cp)

THE912 Thesis (12 cp)

Semester 2 (Spring) 24cp

PSYP934 Psychotherapy B (6cp)

PSYP935 Applied Interventions (6cp)

THE912 Thesis (12cp)

Year 3 - 48 credit points

Semester 1 (Autumn) 24cp

PSYP916 Clinical Assessment and Interventions A (6cp)

THES912 Thesis (12cp)

Semester 2 (Spring) 24cp

PSYP913 Clinical Assessment and Interventions B (6cp)

THES912 Thesis (12cp)

Annual

PSYP923 Practicum (12cp)



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Year 4 – 48 credit points

Semester 1 (Autumn) 24cp

THES918 Thesis (18cp)

Semester 2 (Spring) 24cp

THES918 Thesis (18cp)

Annual

PSYP924 Advanced Practicum (12cp)

*Note: It is recommended that either the first or second year of enrolment is research only.



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THE PROFESSIONAL PROGRAMS INTERNAL ADVISORY COMMITTEE (PPAC)

Responsibilities

The role of PPAC is to promote and maintain standards of excellence within the teaching, practicum and research components of the Professional and Clinical Psychology Programs, and to ensure effective integration between the various components of each program. The Committee oversees the adherence of each program to APAC Standards and Guidelines, and maintains effective communication between the university and industry bodies to ensure that the training programs remain relevant, comprehensive and current. Teaching and subjects are evaluated each year, and results are analysed and incorporated into the Committee's annual planning day meeting.

Membership

This Committee is chaired by the Academic Program Director (Postgraduate), and consists of:

- Academic staff in the Professional and Clinical Psychology Programs
- Deputy Head of School (Research)
- Deputy Head of School (Teaching and Learning)
- Northfields Psychology Clinic Manager
- Placement Coordinators
- Professional Staff working in the Professional and Clinical Psychology Programs
- The Head of School is an ex-officio member

Quorum

The quorum for a meeting shall be at least 50% of Committee members.

Committee Procedures

The Committee operates as an advisory body to the Head of School and, where possible, consensus is sought to be achieved by Committee members. In matters concerning difference of opinion, the Chair will convey the breadth of difference to the Head of School in advising on issues.

Meeting Frequency

The Committee will meet approximately two times per academic semester and will hold an annual planning meeting.

Student feedback

Student representative meetings are held one week prior to PPAC in order to include student feedback or ideas to the meeting minutes. Responses and changes to the program occur frequently as result of this feedback. Student representatives are self-selected from each program and work with the student cohort to collect and share the student voice.

Reporting

The Committee provides regular reports to the School of Psychology.



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PROFESSIONAL AND CLINICAL PSYCHOLOGY 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 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 also 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 Academic Program Director (Postgraduate) and consists of at least six representatives from relevant external organisations, including from Health, Education, Community services and the non-government sector; the Northfields Psychology Clinic Manager and other field placement coordinators and supervision staff; all academic staff teaching in the Professional and Clinical Psychology Programs; and the Head of School.

Quorum

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

Meeting Frequency

The Committee will meet two times a year. A subcommittee may also meet outside these meetings to progress the work of the Committee.



RESPONSIBILITIES, RULES, AND COMPLAINTS MECHANISMS

The **University student conduct rules**, examination rules, academic rules, course rules and associated policies and procedures apply to the Professional and Clinical Psychology Programs, and may be found here: <https://www.uow.edu.au/about/policy/>

Refer also to the **Code of Practice – Work Integrated Learning**

Professional and clinical psychology work is challenging, 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 Student Accessibility and Inclusion services and a host of other **supports available**: <https://www.uow.edu.au/student/support-services/>

At times students may require and/or benefit from personal psychotherapy. Students should be aware that free limited-term 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 cultural responsiveness 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.

A **professional standard of timekeeping**, 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 applies to professional-client and staff-student interactions as well as to interactions between professionals both on campus and during placements.

It is expected that students maintain professional standards and client confidentiality at all times by ensuring that any off-campus and online meetings or interactions occur in appropriate settings that maintain professional conduct and privacy. Unethical conduct is treated with the seriousness it deserves, and if the breaches are grave, students may be reported to the Psychology Board of Australia 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. We expect all student to revise the Code of Conduct for Psychologists prior to commencing training at UOW <https://www.psychologyboard.gov.au/Standards-and-Guidelines/Professional-practice-standards/Code-of-conduct.aspx>.

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 Outlines 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 Academic Program Director (Postgraduate) 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 training program and termination of the student's candidature.



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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 complaint have recourse to a chain of appeal that begins with the person(s) directly involved, and progresses to the subject coordinator, the Academic Program Director (Postgraduate), and the Head of School. Students with a concern about a 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 may also contact the **Head of Students** (Nicholas Day and Emanuela Brusadelli) for any concerns or grievances related to the course or student progress.

All postgraduate psychology programs are full-time and face-to-face (unless an agreement for part-time arrangements is made). Therefore, attendance at scheduled classes, supervision and practica is compulsory as described in course and subject outlines. Extended absences will require academic consideration applied for through SOLS, and documentation must be provided. 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 and records will be kept for all activities that take place across the academic year. Non-attendance will be brought to the attention of the Academic Program Director (Postgraduate).

Students should be aware that poor performance or **unsatisfactory progress on practica** (fail or borderline grade) may necessitate the repeat of the practica. This will entail the withholding of the subject grade for the subject. If the student fails the practicum after repeating, 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. For more information see the Coursework Rules policy here <https://policies.uow.edu.au/document/view-current.php?id=4&version=3>.

It is important to note that there are inherent requirements for professional psychology training and practice, based on your responsibilities as a provisionally registered psychologist. These are described below.

SUPPORT FOR STUDENTS

The University is committed to providing wellbeing and academic support for students and enhancing the services and programs offered to support student success.

UOW's [Support for Students Policy](#) documents the University's commitment and approach to supporting students to successfully progress through their university studies. The Policy takes a holistic approach to students' academic and wellbeing needs through early monitoring and



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outreach to support academic achievement.

It also seeks to ensure that staff are proactive in:

- a) identifying students who are disengaged in their studies or at risk of failing and providing tailored and appropriate support to assist them to successfully complete the subjects of study they are enrolled in;
- b) referring students to additional academic or non-academic support where required;
- c) ensuring student safety on campus.

Specific support for Aboriginal and Torres Strait Islander students, onshore international students, and students identifying as gender, sex, and sexuality diverse can also be found within this Policy.

Further information about Student Support Services can be found in each Subject Outline. Below is a summary for ease of reference:

Student Services and Support

There are a range of services available to students that are provided free of charge. A good place to get to know services that may be of use to you is the [Get Started @ UOW](#) or search for "Get Started @ UOW". Services available include:

Service	Link to information about the service
Aboriginal & Torres Strait Islander	https://www.uow.edu.au/about/services/woolyungah-indigenous-centre/about-us/
Careers advice	https://www.uow.edu.au/student/careers/
Counselling	https://www.uow.edu.au/student/support-services/counselling/
Student Accessibility and Inclusion (SAI)	https://www.uow.edu.au/student/support-services/sai/
Information Tech.	https://www.uow.edu.au/its/index.html?ssSourceSiteId=getstarted
Study Skills	https://www.uow.edu.au/student/support-services/academic-skills/

Student Support Coordinator (SSC)

If you have a temporary or ongoing issue or a problem that is affecting your study, including issues that are related to belonging to an equity group, then the Student Support Coordinators may be able to help. There are Student Support Coordinators available to assist students who are studying at all UOW Campuses and in all UOW Faculties. Contact details can be found on the UOW website: <https://www.uow.edu.au/student/support-services/coordinators/>

Student Advocacy Service

The Student Advocacy Service (SAS) is free, confidential and independent service for all UOW students. The SAS provides advocacy and referral for a range of academic, procedural and administrative issues. For more information visit: <https://www.uow.edu.au/student/support-services/advocacy/>



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INHERENT REQUIREMENTS FOR PROFESSIONAL AND CLINICAL PSYCHOLOGY TRAINING

(Note: These inherent requirements are provided here under the creative commons license from University of Western Sydney¹)

To support potential and current students' decision making, a series of inherent requirement statements have been developed. These statements specify the core 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 students 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. 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 enroll in a Professional or Clinical Psychology program, or are currently undertaking such a 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 you to determine reasonable adjustments to assist you to meet the inherent requirements.
- 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. 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.
- Should you become aware during candidacy of any issues that may impact your ability to practice in relation to these inherent requirements, you must inform program staff as soon as practicable and no later than 7 days.

These inherent requirements should be read in conjunction with other course information and the codes, guidelines and policies of the Psychology Board of Australia and the APAC standards and guidelines.



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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 have met the requirement
-

There are eight domains of inherent requirements in the Professional and Clinical Psychology Programs. Some domains have a number of sub-domains².

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

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

² 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.



Ethical Behaviour

Level	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

Level	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.

Legal

Level	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.
3	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

Level	Inherent requirement statements
1	Effective and efficient verbal communication, in English, is an essential requirement to provide safe delivery of psychological 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

Level	Inherent requirement statements
1	Effective non-verbal communication is fundamental to psychology and needs to be respectful, clear, attentive, empathic, honest, and non-judgmental.
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.



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	» 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

Level	Inherent requirement statements
1	Effective written communication is a fundamental responsibility with professional and legal ramifications.
2	Student demonstrates capacity to construct coherent written communication appropriate to the circumstances.
3	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

Level	Inherent requirement statements
1	Consistent and effective knowledge and cognitive skills must be demonstrated to undertake safe and competent 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)

Level	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.



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Numeracy

Level	Inherent requirement statements
1	Competent and accurate numeracy skills are essential to provide safe and effective demonstration of 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 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

Level	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

Level	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 of 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 and Self Care

Level	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 focused 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.

NORTHFIELDS PSYCHOLOGY CLINIC & NORTHFIELDS PSYCHOLOGY CLINIC @ EARLY START

In addition to professional consulting rooms, the Northfields Psychology Clinics have a number of other resources. Frequently used tests and books are available as are audio and video facilities. These must remain within the Northfields Psychology Clinics buildings. Fully functioning kitchens and work areas are available for postgraduate students. Students have a dedicated computer room with a networked printer. The clinics have designated office space, consisting of desks, bookshelves, and limited shared filing cabinets for all students. Clinic rooms are sufficiently sound-proofed to carry out training and confidential assessments and have video-recording equipment. These rooms are also appropriately furnished for conducting formal testing and for interviewing. When communicating with the Northfields Psychology Clinics, please email nfc-uow@uow.edu.au

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 visit <https://www.uow.edu.au/its/support/>. Note that any practicum related work should be undertaken on site at practicum for privacy and confidentiality of client information.

STUDENT EMAIL LIST

Email is the primary form of communication between staff and students. Student email addresses established by the University will automatically be used.

Students in Professional and Clinical Psychology Programs are automatically added to group student email 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 this on a regular basis: <https://www.uow.edu.au/science-medicine-health/school-of-psychology/>

eLEARNING

Off-campus eLearning is an important part of the training provided. Helpful resources are available here: <https://www.uow.edu.au/student/learningcoop/index.html>

Professional and Clinical Psychology Programs and subjects are linked to Moodle: an essential platform for your learning. Access to Moodle provides access to course assessment information, videos, readings, lectures and off-campus activities and resources. Access to the Moodle site associated with each subject is automatically provided to those enrolled in the subject at the commencement of the relevant semester.

IT SUPPORT

The Student IT Support can help you with IT-related issues including UOW user account, Moodle and Turnitin. Contact details can be found at: <https://www.uow.edu.au/its/support/index.html>



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PHOTOCOPIER and PRINTER

Printers and photocopiers are available to students in the Northfields Psychology Clinics. Swipe to print cards are required. The Northfields Psychology Clinics reception staff are available to provide advice about the use of these facilities.

UNIVERSITY LIBRARY

The UOW library offers many services to students, including e-books for subject and recommended readings. 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 with searches 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, videos, off-campus resources and an archive of rare or old printed or digitised resources. Postgraduate students have access to vast holdings of professional psychology and biomedical journals in full text. 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.

PSYCHOLOGY TEST LIBRARY

The test library is located in Building 22 Northfields Psychology Clinic, Room G16a, and is open Monday to Friday. Borrowing times vary depending on the nature of the materials and special circumstances.

Borrowing Tests

Tests may be borrowed and taken home. Test kits must be reserved prior to borrowing by either sending an email to the Test Library or visiting the Test Library in person. Borrowing time is generally two days, however depending on availability, requests can be made to extend this time.

Test Forms

Test forms are provided in the Test kits when borrowing. Forms are replaced in the test kits by the Test Library staff when tests are returned.

Returning Resources

If the Test Library is closed unexpectedly, please leave tests to be returned in the hallway, outside the Test Library.

Emailing

When communicating with the Test Library, please email psyc-testlibrary@uow.edu.au



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PROFESSIONAL EXPERIENCE

OVERVIEW OF WORK INTEGRATED LEARNING (PROFESSIONAL EXPERIENCE)

Professional Experience, or “Practicum”, is an essential component of the Professional and Clinical Psychology training programs and is central to the training and development that leads to the award of the degree and ultimately, eligibility for professional registration as a Psychologist or Clinical Psychologist.

Work experience in industry (i.e. “Placements”) represent an on-going collaboration between the University and Host Organisations within the local community. These relationships have been forged over many years and are vital to the successful training of provisional psychologists undertaking a Professional or Clinical Psychology degree. It is, therefore, very important to understand that the Placements are learning opportunities for students afforded by the Host Organisation in collaboration with the University.

Each student will be required to complete Professional Experience Placements throughout their degree, either internally within UOW’s Northfields Psychology Clinic and/or externally in a Host Organisation. These Placements fall under the first and second year subjects: PSYP923 Practicum and PSYP924 Advanced Practicum. It should be noted that the Placements are only one component of the Practicum subjects. Furthermore, there are other pre-requisites for Placement that must be met to a satisfactory level prior to being considered eligible to begin a Placement.

UOW’s [Code of Practice – Work Integrated Learning \(Professional Experience\)](#) sets out what is expected from students, the University and Host Organisations in providing work integrated learning professional experience programs. The Code assists in promoting a productive Placement experience for students. It is essential that all students familiarise themselves with this Code of Practice and if there are any questions they can be directed to the staff of the Professional and Clinical Psychology programs. A link to the Code of Practice can be found In SONIA (placement management system), which all students are given access to when they enrol In a Practicum subject.

The ultimate aim of the practica components of the Professional and Clinical Psychology programs is for students to have the best opportunity to develop the practical skills that are necessary to reach competency in all domains required for professional registration as a Psychologist. Below you will find useful information about the practica components of the degrees, but this is by no means an exhaustive list and is rather an initial guide that should provide you with enough information to get you started. Students should also consult SONIA and the Practicum subject outlines and moodle sites for more Information.

QUALIFICATION OF SUPERVISORS

Students are supervised by fully registered psychologists with Psychology Board of Australia approved supervisor accreditation. For supervisors of Master of Psychology (Clinical) and PhD (Clinical Psychology) students, Area of Practice Endorsement in clinical psychology is also a requirement. Other psychologists acting as secondary supervisors may be involved in supplementing this supervision in specific areas, at the discretion of the primary supervisor.



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PRE-PRACTICUM CHECKS AND REQUIREMENTS

As Psychologists are regulated by the Australian Health Practitioner Regulation Authority (AHPRA), the University and Host Organisations (including external supervising psychologists) have legal responsibilities to ensure the fitness of a student to undertake any care related services while undertaking professional experience on Placement. As a result, a student may be precluded from commencing the Placement if they have not demonstrated satisfactory completion of all pre-requisite requirements. The following is a general overview of the pre-placement checks and requirements that you should be familiar with.

Before commencing placement (internal or external), all students must provide evidence of:

- Psychology Board of Australia registration
- Working with Children Check
- Police Check
- [Acknowledgement of UOW's Code of Practice - Work Integrated Learning \(Professional Experience\)](#)
- Acknowledgement of Professional and Clinical Psychology Training Guidebook (i.e. this guidebook)
- Completion of Work Health and Safety training
- Satisfactory completion of skills assessments (see below for further information)

In addition, students in the Master of Psychology (Clinical) program must be working towards their Pre-Placement NSW Health Student Compliance Verification Process. Any Master of Professional Psychology students attending a NSW health placement will also need to complete the NSW Health Student Compliance Verification Process. Students will be provided due dates for completion of this process at the commencement of their first Semester.

Students must meet pre-placement requirements prior to commencing placement activities. Evidence is submitted by students via their SONIA profile and must be verified before placement can commence. See below section “Sonia Placement Software” for further information.

PSYCHOLOGY BOARD OF AUSTRALIA REGISTRATION

All students must have full or provisional registration as a psychologist with the Psychology Board of Australia at the commencement of the course and remain registered throughout enrolment (including when undertaking research subjects or external placements).

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

Students cannot see clients unless they hold current full or provisional registration. If for some reason a student's registration is not current, they must inform their placement supervisor, the Placement Coordinator, and the Placement Officer immediately. In such instances, placement activities must cease immediately until the student has been re-registered.

Students must upload evidence of current registration status to their SONIA profile on a yearly basis.



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CODE OF PRACTICE - WORK INTEGRATED LEARNING (PROFESSIONAL EXPERIENCE)

The UOW Work Integrated Learning Code of Practice Policy outlines the responsibilities of the student, the University and host organisations in undertaking professional experience placements. Students are required to read and acknowledge the policy via SONIA prior to commencing placement.

WORK HEALTH AND SAFETY TRAINING

All students need to complete the UOW 'WIL you be Safe at Work' training modules prior to commencing any placements. Students are only required to complete this training once as the completion certificate can be used as evidence each time students participate in work integrated learning professional experience at UOW.

The training modules can be accessed via the practicum subject Moodle sites and certificate of completion should be uploaded to SONIA.

ENSURING PUBLIC SAFETY

Skills assessment prior to placement commencement

Students must complete the following tasks to a satisfactory/pass level in order to commence practicum in approximately Week 8 of Semester 1. If a student does not satisfy the assessment task/s this will likely result in a delayed practicum.

1. PSYP932 Psychotherapy A: Psychotherapy role play task
2. PSYP911 Assessment : Cognitive assessment role play task
3. PSYP923- Practicum Assessment 1: Aboriginal and Torres Strait Islander Yarn and reflection

SONIA – PLACEMENT MANAGEMENT SYSTEM

SONIA is the UOW Student Placement Management System. It provides a portal for students and their placement supervisors to access online systems and documentation required for practicum.

Once students have commenced at UOW they will be granted access to SONIA and given instructions on how to upload pre-placement checks. If students do not receive an email with SONIA access, or have any questions about SONIA, they should email psych-placements@uow.edu.au.



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WORKING WITH CHILDREN CHECK

Students are required to complete a Working With Children Check (voluntary or paid) and upload evidence to their SONIA profile. Further information is available at <https://www.service.nsw.gov.au/transaction/apply-for-a-working-with-children-check> <https://ocg.nsw.gov.au/working-children-check>

POLICE CHECK

Students must provide a valid Australian National Police Check (NPC) less than 3 months old. A NSW Police or other state based police service check is preferred as these are automatically valid for five (5) years, where some other types of police checks are only valid for 2 to 3 months.

International students must also provide an Overseas Police Check (OPC) from their home country (and/or any country they have resided in since turning 18 years of age).

PRE-PLACEMENT NSW HEALTH STUDENT COMPLIANCE VERIFICATION PROCESS

Students in the Master of Psychology (Clinical) and PhD (Clinical Psychology) degrees also complete the NSW Health Student Compliance Verification process, as outlined on the UOW placement website here: www.uow.edu.au/student/health-placements/.

Students in the Master of Professional Psychology are required to complete the NSW Health Student Compliance and Verification process only if they wish to be considered for a placement within NSW Health.

Once students have completed the process (as outlined on the weblink above), the UOW Verification Team verify all relevant checks via a NSW Ministry of Health system called ClinConnect.

For students undertaking a placement within a NSW Health facility, placement allocation will also be made via the ClinConnect system. ClinConnect formalises placement plans that have been established between students and their potential supervisors within NSW Health. In all cases, the student would have contacted the supervisor prior to a 'Request/Placement by Exception' being processed through ClinConnect. There are strict rules within the ClinConnect system, including that all NSW Health placements need to be formally accepted and assigned at least three weeks prior to the placement start date, and that the student 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 able to commence the placement. All NSW Health service placement settings require an acknowledged and signed copy of the Student Undertaking.

INSURANCE FOR PLACEMENTS

The University carries insurance for students undertaking work experience placements, however this only applies to placements that have been formally approved by the Faculty. *Student Plan Insurance* covers the student for personal injury. Current relevant UOW Insurance policies can be found on the SONIA homepage by both students and supervisors.

While employers can ask students 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 student, Public Liability Insurance



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covers the student, their employer and the University.

Students involved in voluntary work experience, not formally organised through the UOW School of Psychology, should ask the prospective employer what insurance cover the agency carries.

If interns are undertaking paid placements, they need to either be covered by their employer or have their own Professional Indemnity Insurance policy covering professional indemnity and public liability. The University regards paid work experience differently and expects that the student would discuss Insurance needs with the external employer in such arrangements. Free student memberships of professional organisations, such as the Australian Psychological Society and the Australian Clinical Psychology Association, provide the opportunity to apply for free Professional Indemnity Insurance. Alternatively, reasonable rates are available for those who need to arrange their own cover, for example:

- Insurance House: <https://www.insurance.com.au/business/health-professionals>
- AON: <https://business-insurance.aon.com.au/insurance-for-health-professionals/psychologists-insurance>

PRACTICUM REQUIREMENTS

MASTER OF PROFESSIONAL PSYCHOLOGY (MPP)

Placement hours

MPP students are required to complete a minimum of 300 total hours of professional experience through Placement. This is primarily achieved by one long external placement within a psychology service in the community in addition to a brief Internal placement at UOW's Northfields Psychology Clinic where a cognitive assessment is completed. External placements usually run for two days per week for approximately 20 weeks, representing two full days per week (7.5 hours/day) at the placement site.

Placements should lead to the development of a variety of competencies including assessment, intervention and other professional skills. The 300 hours must include a minimum of 32 hours of supervision, at least 16 hours of which must be in individual supervision. Supervision is generally conducted at the rate of 1 hour of supervision per 7.5 placement hours. As unforeseen circumstances can sometimes delay the completion of practicum requirements, it is prudent for students to factor in such issues and plan ahead to ensure placement hours are completed by the allocated placement end date.

In addition to meeting minimum hours, students are required to demonstrate practicum competencies. This may mean students complete more than the minimum required practicum hours in order to achieve required level of competence. Students are required to remain on placement up until their agreed end date, even when minimum hours and competence has been met. This is to ensure adequate client care, completion of placement activities, and to maintain positive relationships with Host Organisations.



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Development of skills over the placement

MPP placements focus on building competencies in general psychological practice. This means that the types of Placements on offer within the MPP program are quite varied in their focus and scope. Not all placements are 'therapy' focused and may include a diverse range of client activities such as intake, assessment, psychoeducation, brief interventions, counselling, case management, consultation, facilitation of therapeutic groups, etc. Placements are developmentally structured, with early attendance focused on shadowing, observation, rapport building and co-facilitation. Responsibility and exposure to client work increases on a readiness and capacity basis. By the second semester, it is expected that all students will be engaging in some direct client work on placement.

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 placement plans. These include opportunities to demonstrate competence in ethical behaviour, core counselling skills, professional boundary management, and duty of care. 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 may be used for competency assessment.

Cognitive Assessments on placement

Where cognitive assessments will be part of the work undertaken on external placement, students can apply for an exemption to completing the brief Internal Placement at Northfields Psychology Clinic.

To apply for this exemption, the External Placement Supervisor should write to the Placement Coordinator (e.g. via email) to advise that the Placement will include the supervised administration of a least one WISC or WAIS assessment, with the student's progress being assessed as part of the standard mid/end placement review ratings.

Where this is approved, specific goals regarding cognitive assessment should then be detailed on the student's Placement Agreement and Plan (e.g. "complete at least one cognitive assessment, inclusive of a WISC or WAIS") and include any other tests the Placement would like the student to learn as standard practice at their service.

MASTER OF PSYCHOLOGY (CLINICAL) & PhD (CLINICAL PSYCHOLOGY)

Placement hours

Students are required to complete a minimum of 1000 practicum hours over two years. Of these hours, a minimum of 400 hours must be in direct client activities. Furthermore, of the 1000 hours, a minimum of 79 hours must be contact hours with a clinical supervisor. This can be gained in both individual and group supervision, although group supervision must not represent more than 50% of the total supervision hours. Supervision is generally conducted at the rate of 1 hour of supervision per 7.5 placement hours for the initial placement period (up until initial end-placement review), and 1 hour of supervision per 15 hours of placement for the remainder of the placement.

Students complete a minimum of three placements, including an internal placement at the Northfields Psychology Clinics and two external placements, to provide a breadth of competencies across adult, child, specialist and psychiatric settings. A minimum of 300 total hours of practicum and skills training must be completed in the first year of training.

In addition to meeting minimum hours, students are required to demonstrate practicum



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competencies. This may mean students complete more than the minimum required practicum hours in order to achieve required level of competence. Students are required to remain at each placement up until their agreed end date, even when minimum hours and competence has been met. This is to ensure adequate client care, completion of placement activities, and maintain positive relationships with placement partner organisations.

Development of skills over the placement

Placements are developmentally structured and exposure to direct client work increases on a readiness and capacity basis. By the second semester of their first year, it is expected that all students will be engaging in a full caseload of direct client work on placement (i.e. one-on-one counselling or facilitating therapeutic groups).

Placement agreements 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 placement agreements (you can find templates and example Placement Agreements on SONIA). These include opportunities to demonstrate competence in ethical behaviour, core counselling skills, professional boundary management, and duty of care. Students make video or audio recordings of client sessions at Northfields Psychology Clinic for their own review and review in supervision, in order to assist the development of competencies.

Pre-placement development

Students undertake around 150-200 direct client activity hours at the Northfields Psychology Clinics (NPC; Internal Placement) prior to beginning an External Placement with a Host Organisation. Placements at NPC provide intensive, supported training for the development of practical skills, knowledge and readiness for external placements. This may include simulated practice, feedback provided on recorded or observed sessions, clinical skills and ethics training, demonstrations, simulated learning, and role-plays. All students will also undertake cognitive assessments at the clinic.

ASSESSMENT OF COMPETENCY

All students in the Professional and Clinical Psychology Programs are required to demonstrate competency in assessment and interventions during training, both in coursework tasks and during Placements. All students submit videos of simulated psychometric test administrations, therapy work, and undergo viva examinations. Presentation of video recordings and transcripts of sessions are a feature of supervision sessions. Where video recordings are not feasible, it is common for supervisors to directly observe students, as placement supervisors are required to complete competency-based assessments of students from actual in-vivo assessment of students' psychological work. At the end of a student's placement, the placement supervisor will be asked to complete a summary assessment of the student, based on performance within the placement. The placement supervisor also signs-off the student's activities via timesheets on SONIA throughout the placement. Further details regarding competency assessment whilst on placement are included in relevant Subject Outlines and Mid and End Placement Competency Descriptions are available on SONIA.

PRACTICUM CONFERENCE

Practicum Conference has been running continuously at the University for over 30 years, in various iterations. It is a weekly 60 minute conference where students in their 6th year (i.e. Clinical Psychology students) present a 20 minute overview of their Placement experience. It is an opportunity for the students to provide information about the various professional experiences



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and opportunities available within the community while also demonstrating advanced clinical formulation and intervention planning skills that are appropriate within the service setting where they attended Placement. While attendance is mandatory, many students report the Practicum Conference to be an enjoyable educational experience that expands their knowledge and contributes to the overall development of professional competencies that can be applied to their individual therapy work with clients.

ALLOCATION OF PLACEMENTS

Master of Professional Psychology (MPP)

Obtaining a placement

External placement are allocated from the list of service providers who are external partners of the Professional and Clinical Psychology Programs at UOW. The external placement location and supervisor are allocated by the Placement Officer at UOW in consultation with the Placement Coordinator and the placement agency. Where possible, students will be aligned with placements that reflected their desired career directions and/or identified learning needs. Some placements use competitive selection processes, and although every effort is made to align students with placements, the final suitability is determined by the Placement Coordinator in consultation with the field supervisor. It is a requirement that students may have to travel for their external placement.

Arranging your own placement

It is common for students to seek to complete their placement within an existing workplace. This is generally supported with the program, however there are processes in place to ensure student safety and adequate competency development under these arrangements. Please see below section on *Placements within Paid Settings* for details on applying to complete a placement within an existing workplace. Where the placement does not have an existing relationship with the program, the placement coordinator will meet with you and your supervisor and/or manager to discuss placement arrangements.

Students may also wish to source their own unpaid placement experience. In this instance, the student should work closely with the placement coordinator to ensure the placement meets requirements.

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

Obtaining a placement

External placements are selected from a list of service providers who are external partners of the Professional and Clinical Psychology Programs at UOW. The external placement location and supervisor are allocated by the Placement Officer at UOW in consultation with the Placement Coordinator and the placement agency. Where possible, students will be aligned with placements that reflect their desired career directions and/or identified learning needs. Some placements use competitive selection processes, and although every effort is made to align students with placements, the final suitability is determined by the Placement Coordinator in consultation with the field supervisor. It is a requirement that students may have to travel for their external placement.

The selection of placements should reflect a diversity of settings across inpatient (hospital), outpatient and community places. Placements normally run for two days per week, although this



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may vary according to the needs of the placement organisation, supervisor, and student. Placements should lead to the development of a variety of competencies including assessment, intervention, and other professional skills.

Arranging your own placement

Students wishing to seek to complete a placement within an existing workplace should liaise with the placement coordinator in the first instance. See also below section on *Placements within Paid Settings* for details on applying to complete a placement within an existing workplace. Where the placement does not have an existing relationship with the program, the placement coordinator will meet with you and your supervisor and/or manager to discuss placement arrangements.

Students may also wish to source their own unpaid placement experience. In this instance, the student should work closely with the placement coordinator to ensure the placement meets requirements.

PLACEMENTS IN PAID SETTINGS

Host Organisations may remunerate students undertaking a professional experience provided that any remuneration offered to the student is consistent with the employment provisions governed by the [Fair Work Act 2009](#) and [Fair Work Regulations 2009](#). It should be noted that it is rare that students would be paid for Placements and rather Placements are seen as an opportunity to learn within a professional setting within industry.

Any student who is remunerated by the Host Organisation while undertaking a professional experience is deemed to be the employee of the Host Organisation and will not be covered by the University's insurance cover. Any student who is not remunerated by the Host Organisation will be covered by University insurance. See the [Code of Practice – Work Integrated Learning section 4](#) for further information.

In the circumstance that a student is eligible to complete a portion of their practicum hours in a setting where they are remunerated, this placement must be supervised by an eligible psychologist and the nature of the clinical work should be relevant to the developmental needs of the student. The student must first discuss paid placement opportunities with the Placement Coordinator and then obtain formal approval for any paid placement from the Placement Coordinator and the Subject Coordinator. If required, consideration of the placement proposal may also be referred for discussion at a Professional Programs Advisory Committee meeting.

The proposal should be submitted to the Placement Coordinator and relevant Subject Coordinator in writing and should include:

- An outline of the details of the placement, including how the student will receive adequate supervision and the details/credentials of the supervisor (i.e., Board Approved Supervisor status and any areas of endorsement).
- Attach a position description.
- A letter of support from the host organisation's service manager that includes:
 - Acknowledgement that the placement will provide the student with opportunity for the development of provisional psychologist competencies.
 - Acknowledgement that the student will have time allocated within their placement days to their learning and development e.g. in the form of preparation for and reflection upon their psychology work.



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- Where the placement is occurring within an existing employed role, an outline of how the placement will provide the student with new learning relevant to their development as a provisional psychologist.
- Details of insurance coverage - provision of a copy of insurance certificates.

Where the placement does not have an existing relationship with the program, the placement coordinator will meet with the student and proposed supervisor and/or manager to discuss placement arrangements.

PROFESSIONAL CONDUCT DURING PLACEMENT

The University has in place policies and practices, which outline what is expected of you whilst you are on your placement.

If you have any difficulties whilst on your placement, please contact your relevant placement coordinator for assistance.

Below are the UOW policies/practices which apply to you during your placement:

- [Student Conduct Rules](#)
- [Code of Practice - Work Integrated Learning \(Professional Experience\)](#)
- [Workplace Health and Safety Policy](#)
- [Social Media](#)

While the range of experiences to which the student is exposed and the duties undertaken and responsibilities accepted by the student are always subject to negotiation between the student and placement supervisor, the following general expectations should apply:

- Professional behaviour is expected at all times in keeping with [PsyBA Code of Ethics \(2025\)](#);
- The student will, as soon as competence and circumstances permit, make a positive contribution to the work of the agency. That is, the student will function as a part-time working member of the agency's team, not just as an observer.
- Within the limits of the student's knowledge and competence, the student should add to their experience as wide a range of activities as is possible within the agency.
- It would generally be expected that students would gain exposure to different placement experiences and different supervisors to ensure sufficient breadth and depth of education and training.
- The student should participate in all of the ancillary activities such as case conferences, report writing, conferring with referral agents, etc. that are undertaken by other staff. If the student's undertaking of, or participation in, such activities is inappropriate or undesirable from the agency's point of view, then the opportunity to at least observe such activities would be appreciated.
- The onus is on the student to arrange for contact between the Placement Coordinator and the placement supervisor should this appear necessary. However, if the placement supervisor feels that the placement is not working well, or that the student is in some way unsuited to the placement, immediate contact should be made with the Placement Coordinator.
- The student must ensure that supervisors provide timely Mid-Placement and End-Placement Reviews so that these can be considered for subject completion.
- Students are reminded that client work continues beyond teaching weeks so that they are



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required to continue placements during and between university semesters. Any planned leave must be discussed with the placement supervisor and Placement Coordinator well in advance.

It is important to note that there may be mandatory legislative obligations on the part of the University staff and/or Host Organisation staff to report certain conduct of students while on professional experience, and as a result the student may be precluded from commencing the professional experience or excluded from the professional experience. The University, Host Organisations and/or registered or accredited professionals may also have a legal responsibility to notify professional registration bodies of such matters.

PERSONAL CIRCUMSTANCES IMPACTING ON PROFESSIONAL EXPERIENCE

The [Student Academic Consideration Policy](#) outlines the rights and responsibilities of students and staff in relation to academic consideration (granted on the basis of medical grounds, compassionate grounds and/or extenuating circumstances).

As detailed in the [Student Academic Consideration Policy](#), academic consideration will only be considered for illness, injury, other serious cause, or extenuating circumstances which:

- a) significantly impact a student's ability to meet the requirements of a subject's teaching/learning and/or assessment tasks as defined in the subject outline;
- b) are beyond the student's control, not due to their action or inaction, and which could not have been reasonably foreseen nor avoided; and
- c) are supported by documentary evidence as outlined in the [Student Academic Consideration Policy](#).

Students who experience medical or mental health issues that affect their capacity to safely or effectively participate in placement must follow the procedure outlined below:

1. **Inform Placement Site**
Students should notify the placement site of their need for leave as soon practicable and, where possible, provide information on anticipated length of leave and collaborate with their placement site to arrange alternative client care.
2. **Notification and Documentation**
Students must notify the Placement Coordinator as soon as practicable and provide appropriate supporting documentation, such as a medical certificate or report from a registered health professional.
3. **Apply for Academic Consideration**
As detailed in the [Student Academic Consideration Policy](#). See Student Support and Wellbeing Section.
4. **Return to Placement**
Before resuming placement, students must provide evidence from a suitably qualified Health Professional confirming that they are fit to return to placement duties. This should be submitted to the Placement Coordinator and may also be requested by the placement site. The University may also require a return-to-placement plan to be developed in consultation with the student and their supervisor(s) to ensure a safe and supported transition back into placement.



5. Impact on Practicum Progression

Any interruption to placement may affect practicum timelines and progression. The University will work with the student to determine suitable options for completing practicum requirements in accordance with accreditation and program rules.

PLACEMENT PROCEDURES

PLACEMENT AGREEMENT

A signed Placement Agreement is mandatory. It is widely recognised that completing a formal placement agreement with the placement supervisor is essential to effective placement supervision. The agreement is generally completed in the second week of placement, once general introductions and service induction has occurred, and sets out clear expectations for all parties as well as establishing specific placement goals.

A Placement Agreement represents the plan for the types of placement activities that are to be completed and describes the areas under which the student's work will be evaluated. The prompts for goals in the Placement Agreement mirror the areas of competency assessed at Mid- and End-Placement Reviews. The more clearly placement goals can be described, the easier it is for the student to work towards achieving these goals, and the more valid and reliable the supervisor's feedback and assessment. Placement Agreements are completed by students and their supervisors in SONIA, where you will also find example Placement Agreements that can be used as a guide.

SUPERVISION

Supervision is an integral part of training as a psychologist and is a mandatory part of all postgraduate training programs. It provides a safe environment for students to get feedback on skill development, understand problems, identify reactions to and feelings towards clients, recognise expectations of self, etc. Supervision may involve discussion about clients (assessment and intervention), reviewing excerpts from video/audio recordings of therapy sessions, as well as discussion of ethical and professional issues. It essentially provides a forum for discussion of any issues relevant to practice as a psychologist.

SUPERVISION HOURS

Supervision hours are defined as time spent with an approved supervisor, discussing clients, families, relevant organisations and therapy work. This can occur as part of regular individual or group supervision, or as part of team based clinical discussion, with an approved supervisor present. Supervision hours can only be counted when the student is actively involved. Passive attendance in group or team-based discussion is counted as 'other' hours.

Placement supervisors are required to provide a minimum of 1 hour of supervision for every 7.5 hours of psychological work for placements that are within the student's early phase of experience (their first 180 hours of placement), and 1 hour of supervision for every 15 hours of psychological work for the remainder of the student's placement hours. At least 50% of total supervision hours should be individual supervision, with other forms of supervision, including clinical meetings (only where the intern's client treatment is discussed) and group supervision, making up the remainder of the supervision hours. Once the minimum individual supervision hours have been met it is acceptable to have more than 50% group supervision.



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SUPERVISOR EVALUATIONS

Regular formative feedback is central to supervision for promoting the development of a student's competencies and should be included in each supervision session. There is also a requirement for supervisors to provide more formal 'summative' feedback at the mid- and end-placement points. The formal Mid-Placement Review and End-Placement Review involve the student and supervisor discussing student progress on placement and competency ratings.

For the Master of Psychology (Clinical) and PhD (Clinical Psychology) programs this is achieved through the Clinical Psychology Placement Rating System (VMAT-CYPRS) which assesses competency across 11 domains and takes 20-40 minutes for the supervisor to complete. There is an option for the student to also complete a trainee self-assessment, which can present a useful basis for student-supervisor discussion of progress across the placement.

For Master of Professional Psychology and Master of Professional Psychology (School Psychology) programs, the Mid- and End-Placement Reviews are achieved through the Practicum Competency Assessment Measure (PCAM), which assesses competency across up to 12 domains, and takes the supervisor 20-40 minutes to complete.

Once complete the Mid/End placement report is uploaded onto SONIA by the student. VMAT-CYPRS and PCAM can be accessed via the SONIA home page or at: <http://placementreview.net>

LOGGING PLACEMENT HOURS

Students are responsible for maintaining a log of their placement activities throughout their placement(s). All placement activities need to be logged in a timely manner by students and then signed-off weekly/fortnightly by supervisors to comply with APAC requirements.

Logbook (timesheet) Instructions – for Students and for Supervisors – can be found on SONIA. The instructions include what activities can be included in the logbook, such as direct and indirect client contact activities. It is the student's responsibility to be familiar with these instructions *prior* to the beginning of practicum.

ADDITIONAL NOTES ON LOGGING COGNITIVE ASSESSMENT HOURS

Students within the Master of Clinical Psychology/Doctor of Philosophy (Clinical Psychology) (MCP) complete a cognitive assessment within their Internal NPC placement. Some students subsequently also complete assessment based external placements. Students who complete assessment-based placements are often at a disadvantage in accruing direct client activity (DCA) hours, due to the required focus on preparation, scoring and report writing that are essential psychological assessment competencies. However, these placements are key in providing students practicum experiences across a broad range of psychology services and settings and providing opportunity to enhance psychological assessment and measurement competencies.

In order to address this and in line with benchmarking other clinical psychology programs, the following activities can be logged as direct client activity (DCA) on approved external assessment-based MCP placements:

Scoring, writing up datasheet, and interpretation of psychological test results
Report writing to communicate findings to a client or a referrer

The logging of these activities as DCA is capped at 4 hours per client with an overall cap of 50 hours within a placement. This is to ensure that the bulk of DCA hours within these placements



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are direct client focused.

The Practicum Logbook can be accessed via links on the SONIA homepage.

MANAGING PLACEMENT & PROFESSIONAL COMPETENCE ISSUES

Supervision largely focuses on 'formative' and 'restorative' functions and is generally experienced positively for both supervisor and student. There are times, however, when difficulties may arise on Placement due to factors associated with the Placement setting, the supervisor, the student, or a combination of these factors.

STUDENTS AT RISK OF UNSATISFACTORY PERFORMANCE ON PLACEMENT

All students have their performance monitored and will be provided with advice and assistance as necessary where there is evidence they are at risk of failure as outlined in the [Support for Students Policy](#).

Example instances of risk of unsatisfactory performance on Placement include but are not limited to:

- **Workload:** The student has not completed sufficient work to be assessed. This will not be recorded as Unsatisfactory if it is due to circumstances beyond the student's control, such as illness or lack of suitable referrals in the agency, but the student may require more placement experience;
- **Competence:** The student has not demonstrated a satisfactory level of competence and proficiency as determined by formal placement reviews;
- **Ethical breaches:** The student breaches codes of ethics or conduct;
- **Unprofessional behaviour:** The student shows unprofessional behaviour, for example being unresponsive to client needs, showing persistent disrespect or disregard of Placement Supervisors, other Placement staff, and/or University staff, or fails to adhere to University or the Host Organisation's policies and procedures.

A Placement Supervisor or a student experiencing difficulties in a placement should contact the Placement Coordinator in the first instance, as soon as practicable, in order to discuss these difficulties.

In the event that a student is at risk of not meeting the requirements of Placement, a remediation plan will be developed in collaboration with the student, the Host Organisation, and the Subject and Placement Coordinator. The remediation plan will focus on competency development in order to help the student to reach expected levels of competency across all domains, in line with their stage of development as a Provisional Psychologist. This may involve (but is not limited to):

- The student being required to complete additional tasks while on that placement; and/or
- The student being required to complete additional tasks at University

Student progress will be monitored and the plan will be reviewed regularly. In the case of a student failing to meet remedial goals, exclusion from practicum may be considered and this will likely result in an Unsatisfactory grade for the Subject.



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PRECLUSION OR EXCLUSION FROM PLACEMENT

[Section 10 of the Code of Conduct – Work Integrated Learning](#) outlines the grounds for preclusion or exclusion of a student from a Professional Experience:

The Faculty or the Host Organisation, in consultation with the Faculty, may determine that a student:

- a) *should be precluded from commencing a professional experience on the basis of;*
 - i. *the student being assessed to be unlikely to perform satisfactorily in that placement as advised to the student by the relevant Faculty in writing, or*
 - ii. *any other circumstance as detailed in this Code; or*
- b) *should be excluded from continuing in a professional experience owing to:*
 - i. *the student's failure to perform satisfactorily while undertaking the professional experience,*
 - ii. *alleged student misconduct as detailed in the [Student Conduct Rules](#), or any other circumstance as detailed in this Code.*

A student may make a complaint about any decision to preclude or exclude them from undertaking a professional experience under the [Review and Appeal of Academic Decisions Policy](#) and [Procedures for the Review of Marks or Grades and other Academic Decisions \(Coursework\)](#).

FINAL ASSESSMENT OF PROFESSIONAL EXPERIENCE ON PLACEMENT

The University will ensure that students receive appropriate feedback (both formative and summative) in respect of their learning while undertaking the placement consistent with University teaching and assessment policy.

The course coordinator and Academic Program director will make a determination on whether a student has satisfactorily met the requirements of the subject in order to pass. This will take into account the student's progress across all assessments within the practicum subject, including placements.

REDUCING THE RISK OF PRACTICUM FAILURE

CLEAR SUPERVISION AGREEMENT

The Placement Agreement represents the plan for Placement activities that are to be completed and provides areas under which the student's work will be evaluated. The more clearly placement goals can be behaviourally described (e.g. use of SMART goals), the easier it is for the student to work towards achieving these goals, and the more valid and reliable the Supervisor's feedback and assessment. For more information about supervision see resource available on SONIA (Supervisee Guide to Supervision).

MID-PLACEMENT REVIEW

The formal Mid-Placement Review provides an opportunity for the Supervisor and student to take stock of placement progress, and to identify areas of possible concern. If the Mid-Placement Review identifies areas of concern, these should lead to a clear behaviourally described plan of what the student needs to achieve in the remainder of the placement. If the student believes that they have been experiencing problems that have impacted on their performance, or the evaluation is misleading, this should be communicated to the Placement Coordinator as soon as possible. An early phone call from either the placement supervisor or the student may prevent the development of more serious problems.



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