



Professional and Clinical Psychology

Training Handbook 2022



MASTER OF PROFESSIONAL PSYCHOLOGY

MASTER OF PROFESSIONAL PSYCHOLOGY (SCHOOL PSYCHOLOGY)

MASTER OF PSYCHOLOGY (CLINICAL)

DOCTOR OF PHILOSOPHY (CLINICAL PSYCHOLOGY)





**Professional and Clinical Psychology Programs
School of Psychology, Faculty of Arts, Social Sciences and Humanities**

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On the lands that we study, we walk, and we live, we acknowledge and respect the traditional custodians and cultural knowledge holders of these lands.

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Version 1 (March 2022)





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 HANDBOOK

This handbook provides an overview of the philosophy, aims, structure, and practicum requirements of the Professional and Clinical Psychology Programs at the University of Wollongong Australia. All programs articulate and integrate, ensuring a common high standard of competence is achieved by graduates from all programs: Master of Professional Psychology (MPP), Master of Professional Psychology (School Psychology) (MPP-SP), 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. Gaining entry into any of the programs allows provisional registration as a psychologist. Entry is extremely competitive and graduates are highly regarded. The MPP and MPP-SP are fifth year programs, 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 registrar program outside the University leads to eligibility for Area of Practice Endorsement in clinical psychology. Note: The MPP, MPP-SP 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 registrar program. There are options for partial or full completion of the registrar program for some candidates practicing at the Northfields Psychology Clinics.

For more detailed information about the School of Psychology see:
<https://www.uow.edu.au/the-arts-social-sciences-humanities/schools-entities/psychology/>

HOW TO APPLY

Entry is by competitive selection and applications close in September/October each year. Some applicants may be invited to a selection interview, usually held in November/December. Courses start each year in February.

For detailed information about the Professional and Clinical Psychology Programs, and entry requirements, see:
<https://www.uow.edu.au/the-arts-social-sciences-humanities/schools-entities/psychology/courses/postgraduate-psychology/>



STUDENT ENQUIRIES

Information for current students can be found here: <https://www.uow.edu.au/the-arts-social-sciences-humanities/current-students/>

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. In order to spread the administrative load, you should endeavour to contact the following people in the following order:

- Concerns about a specific subject: Subject Coordinator -> Deputy Director -> Director
- Concerns about research: Thesis supervisor -> Coordinator of Research Subjects -> Director
- Concerns about PhD research or candidature -> HDR Higher Degree Research Coordinator
- Concerns about practica: Supervisor -> Practicum Coordinator -> Director
- General administrative concerns: AskUOW -> Deputy Director -> Director

Further information about Northfields Psychology Clinic is here: <https://www.uow.edu.au/the-arts-social-sciences-humanities/schools-entities/psychology/northfields/>



KEY CONTACTS

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TRAINING TEAM

Dr Marko Biberdzic is a member of the International Society of Transference-Focused Psychotherapy and supervises and practices psychodynamically oriented psychotherapy. He specialises in the evaluation and treatment of personality disorders in adolescents and adults, and his research interests focus on personality organisation, identity, trauma, and the therapeutic relationship.

Associate Professor Vida Bliokas returned to academic work following 25 years working in clinical psychology practice and holding various senior leadership roles, such as manager of psychology services, senior professional leader and executive Head of Discipline. She conducts practice and research in the areas of rehabilitation, medical psychology, cognitive functioning and suicide prevention, and is the former President of the Australian Clinical Psychology Association.

Dr Emanuela Brusadelli is a clinical psychology academic, individual and group psychodynamic psychotherapist, and consultant for the 2nd edition of 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 testing and assessment, dimensional models, treatment planning and effectiveness, obesity and eating disorders, and malingering.

Dr Kate Croaker is a Clinical Neuropsychologist and has worked for over 10 years in the areas of rehabilitation, medical, and aged care psychology in the Illawarra Shoalhaven and South Eastern Sydney Local Health Districts. She has conducted research in the areas of chronic mental health and dual diagnosis drug abuse.

Professor Marc de Rosnay is Academic Head of Early Start at the UOW leading transformational initiatives between the University and the community with the goal of improving educational and social opportunities for young children in regional, rural and remote contexts. His research focuses on emotional development in early childhood, with particular emphasis on the ways that young children understand emotions and the inter-play between such understanding and their emotional experiences.

Senior Professor Brin Grenyer is a clinical counselling and health psychologist and for 25 years has practiced, supervised and researched psychodynamic, attachment, interpersonal and relationship-based, and dialectical-behaviour psychotherapies. He was Foundation Chair of the Psychology Board of Australia (2009-2018). He directs the Project Air Strategy for Personality Disorders.

Professor Peter Kelly is a clinical psychologist and has worked at Kedesh Rehabilitation Services, Headspace, Illawarra and Shoalhaven Local Health District, and in private practice. He uses a cognitive behavioural approach and is particularly interested in health behaviour change interventions and people living with severe mental illness including substance dependence disorder.



Dr Ely Marceau is a clinical psychologist with experience working in public health within Whole of Family and Child, Adolescent and Youth teams, and consulting on complex cases (child and adult) across health sites and school settings. She integrates interpersonal, dynamic, dialectical behaviour therapy, and mindfulness-based approaches in her therapeutic work. Her research combines insights from neuroscience and psychotherapy research to complex disorders including personality disorder and substance dependence.

Dr Leonie Miller is a cognitive experimental psychology academic with interests in short term memory, social cognition and a range of interdisciplinary issues. In the last decade she has worked on projects involving foster care, the NDIS, and the public awareness of practices minimising invasive weed spread.

Dr Judy Pickard has over 15 years experience as a clinical psychologist and supervisor in the area of mental health, with a special interest in acceptance and commitment therapy. Her research areas include mindfulness, attachment relationships and complex mental health disorders.

Dr Anna Sidis is a clinical psychologist with over 15 years of experience working with young people, adolescents, and families in acute mental health settings. Anna has worked clinically and provided supervision for Headspace, The Brain and Mind Centre and Orygen Youth Health Service. She has a keen interest in family and constructivist therapies including Narrative Therapy and Open Dialogue and enjoys applying these to support young people with psychosis.

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

<https://www.uow.edu.au/the-arts-social-sciences-humanities/schools-entities/psychology/our-people/>



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.

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

NSW Health - ClinConnect

With the exception of the Master of Professional Psychology (School Psychology) cohort, all professional and clinical psychology students are required to be verified by NSW Health prior to undertaking practicum work. 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.

Master of Professional Psychology (School Psychology):

NSW Department of Education

The School will supply and receive information relating to coursework and placement with the NSW Department of Education for the duration of your course. This information includes, but is not limited to, personal details (name, date of birth, student number, email address), enrolment information, supervision arrangements and progress, and course progression.

Information regarding privacy can be found at the University of Wollongong's Privacy web page: <https://www.uow.edu.au/about/privacy/index.html>

If you have any concerns regarding the sharing of your information with third parties, please speak with the course Director.



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FACULTY VALUES

As a postgraduate student you become a valued member of the Faculty of Arts, Social Sciences and Humanities. 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.

Vision

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

Mission

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

Values

In our Faculty:

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

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

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



As educators we will provide:

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

As members of the Faculty of Arts, Social Sciences and Humanities community we aim to:

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



LIVING OUR VALUES

Fairness & Equity

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

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

Transparency

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

Enjoyment

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

Ethics and Professionalism

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

Excellence

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

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



PHILOSOPHY OF THE WOLLONGONG PROFESSIONAL AND CLINICAL PSYCHOLOGY PROGRAMS

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

The aim of the Professional and Clinical Programs is to equip a person with the knowledge and skills to become a professionally recognised psychologist capable of independent practice within a range of settings with diverse populations. The overall philosophy of the training programs is the scientist-practitioner model. This model recognises the relationship between science and professional training. A scientific approach to the problems of psychology is advocated - that is, to proceed from intuitive and creative thinking about problems, to formulating hypotheses that can be empirically examined using established tools and techniques. Ongoing evaluation of outcomes provides a feedback mechanism to check the validity of formulations and achievement of goals.

An important part of being scientific is to use methods that are based on sound theory and have good evidence of effectiveness. This scholarly scientific approach applies equally to casework with clients, conducting research, or evaluating evidence from the literature. The field of psychology is in a constant state of development, and different theories, approaches and methods are being developed and tested every year. Therefore, it is important to develop an attitude towards psychology that is critically open to new evidence and approaches. To be a fully functioning professional requires that we understand and act in an ethical manner, and are sensitive to the diverse socio-cultural and age-related contexts in which we work. It is also important that we develop the ability to evaluate our own practice as well as the practice of others. Establishing a respect for ongoing supervision of casework and continuing professional development are important habits that can begin during this course and continue throughout one's career.



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), and Vida Bliokas (2021-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). In 2019 it commenced the first Master of Professional Psychology in School Psychology in partnership with the NSW Department of Education.

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 and adults for a range of issues including anxiety and phobias, depression, assertiveness and self-esteem building, anger management, learning disabilities, drug and alcohol problems, personality disorders and child behavioural problems.

Directors of Northfields 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 35 years as Psychologists and Clinical Psychologists with Masters, Doctorate and PhD degrees and are now vital for serving the mental health of the community. Over 10,000 individual clients have benefited from the 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 a new child and adolescent clinic in the Early Start building.



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, DPsysc 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 |



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 Murrhiy |
| 2007 | Samantha Clarke |
| 2008 | Jane Middleby-Clements |
| 2009 | Fiona Davies |
| 2010 | Virginia Williams |
| 2011 | Christen Elks |
| 2012 | Lainie Berry |
| 2013 | Brie Turner |
| 2014 | Stacey Berry |
| 2015 | Kye McCarthy |
| 2016 | Samantha Broyd |
| 2017 | Fiona Calvert |
| 2018 | Annaliese Gray |
| 2019 | Alison Webber |
| 2020 | Caroline Turnbull |



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 |



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VERCO SCHOOL PSYCHOLOGY AWARD

David James Armour Verco (1913-1972) was a dedicated educationist who made a significant contribution to teaching, school counselling and research in the Department of Education. Graduating from the University of Sydney and Sydney Teachers' College with a M.A. degree and a Diploma in Education, he was seconded to the Australian Council for Educational Research and was actively involved in developing and standardising group-intelligence tests, research and training of teachers in Australian state schools. Appointed Director of Teacher Training (1958), Deputy Director-General of Education (1963), Associate Director-General (1968) and Director-General (1969), David was a far-sighted reformer who introduced formal training procedures for school counsellors. He studied educational administration and the training of teachers in America and Canada and represented Australia at the UNESCO and ICEP Conferences in Paris and Geneva. He was a fellow of the Australian College of Education and was an Associate of the British Psychological Society. He tutored in Psychology and published significant articles on psychological services in education. The award is made to the top Master of Professional Psychology (School Psychology) student in recognition of being 'an outstanding practitioner during professional school psychology training at the University of Wollongong'.

Conditions of the award:

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

All students enrolled in the University of Wollongong Master of Professional Psychology (School Psychology) Program (MPPSP) 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, practical 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:

2019 Ruslan Epoff
2020 Nathan Paff



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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 Professional Psychology (School 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 Professional Psychology (School Psychology)

The Master of Professional Psychology (School Psychology) prepares graduates to work as school psychologists by providing a fifth year of structured tertiary education as part of the 5+1 pathway to registration outlined by the Psychology Board of Australia. The fifth year of accredited tertiary study comprises coursework as well as supervised practicums for one year in NSW schools. It also prepares students for a final sixth year of supervised internship within a school setting in NSW prior to full registration as a psychologist with the Psychology Board of Australia. The delivery of this course is flexible, using a combination of e-learning, off-campus lectures, off-campus discussion groups, simulated laboratory exercises, and two one-week intensive teaching sessions on-campus. The Master of Professional Psychology (School Psychology) program is only available for full-time enrolment.

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. Student fees for this program comprise a combination of the Commonwealth Grant Scheme and the students HECS contribution.

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 program will be written up as a thesis and constitutes three-quarters of the course program. The program requires successful completion of a total of 192 credit points (64 credit points of coursework subjects; 128 credit points of independent but supervised research). Coursework will be graded in the same manner as coursework completed by candidates for the degree of Master of Psychology (Clinical). The awarding of the degree of Doctor of Philosophy is governed by the University Rules for the award of Doctoral degrees.



ADMISSION REQUIREMENTS

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

Master of Professional Psychology

Students accepted into 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 Professional Psychology (School Psychology)

Students accepted into the Master of Professional Psychology (School 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, performance at a selection interview with UOW and performance at a selection interview with NSW Department of Education). This specialisation is only available to students who hold a graduate scholarship offered by the NSW Department of Education.

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 are also assessed for personal suitability (personal statement, previous experience, two referees reports, and performance at a selection interview).

TRANSFERS BETWEEN PROGRAMS

The Professional and Clinical Psychology Programs at the University of Wollongong have been designed to facilitate transfer between programs. The professional and clinical coursework share common subjects – Assessment, Psychotherapy A and B, Applied Interventions, Research A and B, and some practicum at the Northfields Psychology Clinic. Therefore, students who apply for and gain entry into another degree (e.g., MPP to MCP) are able to obtain credit for coursework that is common to both programs of study.

Transfer from Professional to Clinical program

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

Transfer from the Clinical Masters to the PhD (Clinical Psychology)

Students in the Master of Psychology (Clinical) program are eligible to apply for the the PhD (Clinical Psychology) program through the normal application process to the University. The four-year PhD (Clinical Psychology) program is usually only available to students on scholarships, although some exceptions may be possible for exceptional students. Most commonly, students apply to the University



for entry into the PhD (Clinical Psychology) program at the end of their first year of study (or its part-time equivalent). Applications are considered on merit, and once accepted, students are given credit for subjects undertaken during the Master of Psychology (Clinical) degree.

Students who have an interest in transferring to the PhD program should inform their supervisors of this in the early stages of project development. This is to allow a Masters research project to be developed that has the potential to be expanded into a PhD research project. This can happen in several ways, for example, through development of a Masters scope project which serves as an initial study in a multi-study PhD proposal or, development of a PhD scope project which can be reduced to serve as a Masters project should the student not be successful in their application for transfer. Students who transfer from the Masters to the PhD (Clinical Psychology) program are expected to complete their formal proposal review during Research Week (usually weeks 6 or 7) of semester 1 of year two (that is the first session after their transfer). Candidates will have to choose research topics that are consistent with key research interests of the School of Psychology and consistent with the accreditation standards for clinical research projects.

In exceptional circumstances, students enrolled in the PhD (Clinical Psychology) program who have undergone significant impacts to program progression may request to be transferred to the Master of Psychology (Clinical) and exit with that qualification. Students will need to discuss this pathway with their supervisors in the first instance and approval will need to be given by the Director of Professional and Clinical Psychology Programs. It is the student's responsibility to ensure they are aware of and accept any potential financial impacts regarding scholarship funding or enrolment related fees.

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 Masters 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 a completed first year proposal; 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). The Master of Psychology (Clinical) degree research project is in two parts: a) literature review and research proposal (year 1). This is approximately equivalent to the first year PhD defence. b) research thesis written up in the form of a journal article (year 2). This is approximately equivalent to a submitted or published article.

A completed [Statement of assessment for provisional psychologists – PDEC-76](#) form should be forwarded to the Head of School. 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).

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 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 fairly fixed schedule during their course. Any variation of enrolment must be discussed and approved by the Director of Professional and Clinical Psychology Programs. For the same reasons, only full- and half-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 students, and any variation of this needs to be approved by the Director. The Master of Professional Psychology (School Psychology) program is only available for full-time enrolment.

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



MASTER OF PROFESSIONAL PSYCHOLOGY

Testamur Title of Degree: Master of Professional Psychology

Abbreviation: MProfPsyc

UoW course code: 442

Total credit points: 48

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

Overview

The 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 a 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 practicum placements run alongside this course work, 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 as outlined in the APAC accreditation standards.

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

Competencies

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

- Apply evidence-based and scientific methods to professional practice across the lifespan in empirically valid and culturally responsive ways.
- Employ professional communication skills, in a culturally responsive manner, with a range of socially and culturally diverse clients.
- Perform appropriate standardised psychological testing, as part of broader assessment, to assess and interpret aspects of functioning.
- Identify psychological disorders using a recognised taxonomy.
- Conduct professional interviews and assessments and synthesise information from multiple sources, including assessment of risk, to formulate a conceptualisation of the presenting issues to determine the most appropriate interventions, including management of risk.
- Monitor outcomes and modifications based on evolving case formulation, including health and health concerns, family and support networks, and organisational, cultural or community contexts, with care given to the appropriateness of interventions for the client within their wider context.
- Interpret and communicate findings in oral and written formats, including formal psychological reports, using culturally appropriate language.
- Implement appropriate, empirically supported interventions, and monitor clients' progress and intervention outcomes.
- Demonstrate respect for the skills and contribution of other professionals.
- Work effectively with a range of professional and support staff in the workplace and communicate and collaborate effectively, within the bounds of ethical and legal requirements.
- Operate within the boundaries of their professional competence, consult with peers or other relevant sources where appropriate, and refer on to relevant other practitioners where appropriate.



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- 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.
- Engage in self-reflective professional practice, taking account of the impact of their own values and beliefs, and taking appropriate actions as a result.
- Evaluate the effectiveness of their professional practice, identifying areas for improvement and implementing changes where needed.
- Critically evaluate contemporary scientific literature to inform practice.
- Investigate a substantive individual research question relevant to the discipline of psychology.

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 A (6cp)

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

PSYP934 Psychotherapy B (6cp)
 PSYP942 Research 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)

MASTER OF PROFESSIONAL PSYCHOLOGY (SCHOOL PSYCHOLOGY)

Testamur Title of Degree: Master of Professional Psychology
 Abbreviation: MProfPsyc
 UoW course code: F442
 Total credit points: 48
 Duration: 1 year full-time

Overview

The off-campus, flexible delivery School Psychology version of the Master of Professional Psychology course is an APAC accredited, 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, with a focus on school psychology. The coursework aims to develop the knowledge and skills required in a 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 practicum placements in NSW schools run alongside this course work, giving the opportunity to apply knowledge and skills in real world cases. 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 as outlined in the APAC accreditation standards.



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The School Psychology specialisation is only available through flexible delivery, using a combination of e-learning, off-campus lectures, webinars, teleconference tutorials as well as two 1-week intensive face-to-face teaching blocks on the Wollongong UOW campus. This specialisation is only available to students who have been successful in securing a graduate scholarship offered by the NSW Department of Education. Students will learn and develop the foundation competencies for general registration as a psychologist, with a focus on school psychology in context, through supervised practicum in NSW schools, research, reflective practice and applied interventions.

Competencies

Students graduating from the Master of Professional Psychology (School Psychology) will demonstrate APAC Level 3 competencies, as listed above.

Course Structure

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

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

PSYP911 Assessment (6cp)
PSYP932 Psychotherapy A (6cp)
PSYP941 Research A (6cp)

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

PSYP934 Psychotherapy B (6cp)
PSYP942 Research B (6cp)
PSYP943 School Psychology in Context (Applied Interventions) (6cp)

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

PSYP923 Practicum (12cp)

MASTER OF PSYCHOLOGY (CLINICAL)

Testamur Title of Degree: Master of Psychology (Clinical)

Abbreviation: MPsysc(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.



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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 paper to a publishable standard, based on a clinical research project conducted under supervision by University staff. Students are provided formative assessments that lead them through the processes of conducting ethical and scientific research with appropriate analytical frameworks and statistical tools. They complete reflective exercises, provide reports, develop a research proposal and literature review prior to completion of a thesis. 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 lectures, e-learning, face-to-face discussions and skills training workshops, research supervision, and supervised clinical placements. The Master of Psychology (Clinical) has been approved by the Department of Education, Employment and Workplace Relations as an eligible Masters program for Student Income Support. For information regarding eligibility contact Centrelink on 132 490

Competencies

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

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.



Course Structure

The course requires the successful completion of at least 96cp over four semesters. The course comprises research training to the value of at least 24cp, plus 48cp coursework and 24cp practicum.

Year 1 - 48 credit points

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

PSYP911 Assessment (6cp)

PSYP932 Psychotherapy A (6cp)

PSYP941 Research A (6cp)

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

PSYP934 Psychotherapy B (6cp)

PSYP935 Applied Interventions (6cp)

PSYP942 Research 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.

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



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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 placement 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 more than two-thirds of the degree. Students are provided formative assessments that lead them through the processes of conducting ethical and scientific research with appropriate analytical frameworks and statistical tools. They complete reflective exercises, provide reports, develop a research proposal and literature review prior to completion of a thesis.

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

Course structure

The course requires the successful completion of at least 192cp over eight semesters. 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 options (e.g. commencing full time research in Year 1) are also possible and should be approved by the supervisor and Director of Professional and Clinical Programs.

Year 1 - 48 credit points

Semester 1 (Autumn) - 12cp subjects + 15cp from annual subjects = 27cp
PSYP911 Assessment (6cp)
PSYP932 Psychotherapy A (6cp)

Semester 2 (Spring) - 6cp subject + 15cp from annual subjects = 21cp
PSYP934 Psychotherapy B (6cp)

Semesters 1 and 2 (Annual) 15cp pts per semester
PSYP923 Practicum 1 (12cp)
THES918 Thesis Part Time (18cp)

Year 2* - 48 credit points

Semester 1 (Autumn) 24cp
THES924 Thesis Full Time (24cp)

Semester 2 (Spring) 24cp
THES924 Thesis Full Time (24cp)

Year 3 - 48 credit points

Semester 1 (Autumn) 24cp
PSYP916 Clinical Assessment and Interventions A (6cp)
THES918 Thesis Part Time (18cp)



Semester 2 (Spring) 24cp
THES924 Thesis Full Time (24cp)

Year 4 - 48 credit points

Semester 1 (Autumn) 24cp
THES924 Thesis Full Time (24cp)

Semester 2 (Spring) 12cp + 6cp annual = 24cp
PSYP913 Clinical Assessment and Interventions B (6cp)
PSYP935 Applied Interventions (6cp)

Semesters 1 and 2 (Annual) 6 cp pts per semester
PSYP924 Practicum 2 (12cp)

*Note: either the first or second year of enrolment is recommended to be research-only



PROFESSIONAL PROGRAMS ADVISORY COMMITTEE

TERMS OF REFERENCE

Responsibilities

The role of the Committee 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 bi-annually, and results are analysed and incorporated into the Committee's annual planning day meeting.

Membership

This Committee is chaired by the Director of the Professional and Clinical Psychology Programs, 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 Coordinator
- 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 session and will hold an annual planning meeting.

Reporting

The Committee provides regular reports to the School of Psychology.



PROFESSIONAL AND CLINICAL PSYCHOLOGY PROGRAMS EXTERNAL ADVISORY COMMITTEE

TERMS OF REFERENCE

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 Director of the Professional and Clinical Psychology Programs and consists of at least six representatives from relevant external organisations, including from Health, Education, Community services and the non-government sector; four Student representatives - one each from the Professional, Clinical year 1, year 2 and Doctoral year; one external academic/professional leader; the Northfields 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 GRIEVANCE 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://documents.uow.edu.au/about/policy/index.html>

Refer also to the **Code of Practice – Work Integrated Learning**:
<https://documents.uow.edu.au/about/policy/UOW058662.html>

Professional and clinical psychology work is by its nature stressful, and the University recognises that students may need special consideration in progressing through their program. It is important to seek the advice of staff in these cases. There are Disability Liaison and Student Support Advisers in the Faculty and the University, and a host of other **supports available for students**:
<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 politeness is expected of all academic staff, clinical supervisors and students, together with no discrimination on the basis of factors such as age, gender, race, religion, sexual orientation and other such characteristics. The Faculty values guide all we do and what we aspire to in the programs.

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

All professional staff and students involved in the professional programs are expected to adhere strictly to the standards of **ethical behaviour** published by the respective Boards and Professional groups to which they belong. This should apply to professional-client and staff-student interactions as well as to interactions between professionals both on campus and during placements. With the increasing use of off-campus learning methods, these standards apply during all interactions, whether face-to-face or online. 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. Copies of the codes of conduct, published by the Australian Psychological Society and the Psychology Board of Australia, are available at the Northfields Psychology Clinic and online at the relevant organisation's website.

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 Director of Professional and Clinical Psychology Programs 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.

The university has developed **guidelines for authorship** with regard to publication of research conducted under supervision. Staff and students are expected to follow these guidelines when publishing research work. As a general rule, research conducted by students and prepared for



publication within six months of course completion is published with the student as the first author and the research supervisor as the second author.

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

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

Students 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 it, or obtains unsatisfactory grades (borderline or fail grades) for two practica placements, the student's enrolment may be terminated.

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

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



INHERENT REQUIREMENTS FOR PROFESSIONAL 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 enrol 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.

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. 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

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 licence. <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.



- Relational skills
- Reflective skills
- Sustainable performance

ETHICAL BEHAVIOUR

Inherent requirement statements

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

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

3 Justification of inherent requirement:

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

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

5 Exemplars:

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

BEHAVIOURAL STABILITY

Inherent requirement statements

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

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

3. Justification of inherent requirement:

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

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

5 Exemplars:

» Being receptive and responding appropriately to constructive feedback.

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

LEGAL

Inherent requirement statements

1 Psychology practice is mandated by specific legislation to enable the safe delivery of care.

2 Student demonstrates knowledge and compliance with relevant laws and professional regulations.

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

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.



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» Timely clear feedback and reporting.

3 Justification of inherent requirement:

» The practice of psychology depends on effective verbal communication with clients and members of the professional team.

» Speed and accuracy of communication may be critical for individual safety or treatment.

4 Adjustments for impaired verbal communication must address effectiveness, timeliness, clarity and accuracy issues to ensure safety.

5 Exemplars:

» Collecting information from clients by asking questions during assessments.

» Explaining a treatment plan to a client.

» Discussing the client's progress with other professionals.

Non-verbal

Inherent requirement statements

1 Effective non-verbal communication is fundamental to psychology and needs to be respectful, clear, attentive, empathic, honest and non-judgemental.

2 Student demonstrates:

» The capacity to recognise, interpret and respond appropriately to behavioural cues.

» Consistent and appropriate awareness of own behaviours.

» Sensitivity to individual and cultural differences.

3 Justification of inherent requirement:

» The ability to observe and understand non-verbal cues assists with building rapport with people and gaining their trust and respect in academic and professional relationships.

» Displaying consistent and appropriate facial expressions, eye contact, being mindful of space, time boundaries and body movements and gestures promotes trust in academic and professional relationships.

» Being sensitive to individual and cultural differences demonstrates respect and empathy, and permits the development of trusting relationships required to work with clients during placements.

» The ability to observe and understand non-verbal cues is essential for safe and effective observation of clients' symptoms and reactions as part of their assessment and treatment.

4 Adjustments for non-verbal communication impairments must enable the recognition, interpretation and appropriate response to non-verbal cues as well as initiation of effective non-verbal communication in a timely and appropriate manner.

5 Exemplars:

» Recognising and responding to non-verbal cues indicating a change in the emotional state of a client during placements.

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

Written

Inherent requirement statements

1 Effective written communication is a fundamental 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

Inherent requirement statements



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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)

Inherent requirement statements

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

2 Student demonstrates:

- » The ability to accurately acquire information and convey appropriate, effective messages.
- » The ability to read and comprehend a range of literature and information.
- » The capacity to understand and implement academic conventions to construct written text in a scholarly manner.

3 Justification of inherent requirement:

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

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

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

5 Exemplars:

- » Conveying a spoken message accurately and effectively in a clinical setting during placements.
- » Paraphrasing, summarising and referencing in accordance with the American Psychological Association Publication Manual.
- » Producing accurate, concise and clear documentation while on placement in the clinical setting which meets legal and professional requirements.

NUMERACY

Inherent requirement statements

1 Competent and accurate numeracy skills are essential to provide safe and effective demonstration of 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

Inherent requirement statements



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1 Psychology practice requires the ability to make and maintain strong relationships with a wide range of clients, often under stressful circumstances.

2 Student demonstrates:

- » The ability to make and maintain rapport with clients.
- » The ability to engage in effective counselling skills.
- » Accurate empathy.

3 Justification of inherent requirement:

» Highly developed relational skills are a cornerstone of effective therapeutic relationships that permit effective assessment and intervention.

4 Adjustments for relational skills impairment must not compromise the student's ability to demonstrate minimal acceptable level of effective relational skills across the range of tasks and clinical populations required to successfully complete their studies.

5 Exemplars:

- » Rapidly building rapport with a client in order to engage them in a clinical assessment while on placement.
- » Effectively managing difficulties arising in the therapeutic relationship while on placement.

REFLECTIVE SKILLS

Inherent requirement statements

1 Psychology practice requires self-awareness and a capacity for reflectivity in order to consider the effect of one's own issues, actions, values and behaviours on practice.

2 Student demonstrates:

- » The ability to accurately reflect on their professional performance.
- » The ability to accept feedback on their professional practice and respond constructively.

3 Justification of inherent requirement:

» Participation in supervision is a key teaching strategy in psychology training which requires adequate understanding 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

Inherent requirement statements

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

2 Student demonstrates:

» Consistent and sustained level of physical energy to complete a specific task in a timely manner and over time.

» The ability to perform repetitive activities with a level of concentration that ensures a capacity to focus on the activity until it is completed appropriately.

» The capacity to maintain consistency and quality of performance throughout the designated period of duty.

3 Justification of inherent requirement:

» Sufficient physical and mental endurance is an essential requirement needed to perform multiple tasks in an assigned period to provide safe and effective care.

4 Adjustments must ensure that performance is consistent and sustained over a given period.

5 Exemplars:

- » Participating in tutorials, lectures throughout the day
- » Remaining focussed and providing consistent responses over a negotiated time frame during placement.



FACILITIES

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

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, lockers 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 email its@uow.edu.au

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 it on a regular basis:

<https://www.uow.edu.au/the-arts-social-sciences-humanities/schools-entities/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 courses 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>

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. 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>



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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. The test library catalogue is available through the School of Psychology website.

<https://www.uow.edu.au/the-arts-social-sciences-humanities/current-students/testlibrary/>

1. Borrowing Tests

Tests may be borrowed and also 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.

2. 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.

3. Returning Resources

Test Library resources should be borrowed and returned during opening hours only. If the Test Library is closed unexpectedly, please leave tests to be returned with Northfields Clinic reception staff.

4. Emailing

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



Part B Research

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

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

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

GUIDELINES FOR RESEARCH PROJECTS

MASTER OF PROFESSIONAL PSYCHOLOGY AND MASTER OF PROFESSIONAL PSYCHOLOGY (SCHOOL PSYCHOLOGY)

In line with APAC program accreditation standards, students enrolled in Masters Degree (Coursework) are required to demonstrate the application of knowledge and skills to plan and execute a research-based project that is applicable to the field of work. As students will have completed a major research project previously, they should be demonstrating greater independence than at the fourth-year level.

Assessments

The first half of the year aims to equip students with a wide variety of research skills required for professional psychology. Students will develop skills to evaluate research critically and interpret findings. The content will begin by covering the conceptual bases, aims, context, sampling, designs, methods of data collection and the strengths and weaknesses (threats to validity) of different methods of data collection. Ethical issues in conducting research are reviewed. Students will develop and conduct a research project in a relevant area of professional psychology and submit a Practitioner Review in the second half of the year.

Research competencies

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

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

Examination of research projects

Master of Professional Psychology research projects are submitted for marking by an internal independent examiner in Week 13 of Semester 2. The research is required to meet a high minimum standard in order to be passed. Full guidelines regarding the required standards and the marking process will be provided by the research subject coordinator.

GUIDELINES FOR CLINICAL RESEARCH PROJECTS

MASTER OF PSYCHOLOGY (CLINICAL)

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

Assessments

For UoW, the research project takes the form of a practitioner review and an article suitable for submission to a peer-reviewed international scientific journal. Full guidelines regarding the required standards and



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

Research competencies

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

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

Research scope and outcomes

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

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

Research Design

Acceptable designs include:

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

Research Data

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

RESEARCH SUPERVISION

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

<https://www.uow.edu.au/the-arts-social-sciences-humanities/current-students/>

For Master of Psychology (Clinical) students there is usually one supervisor but a second co-supervisor may on occasion be involved. For Doctoral research students there is an expectation that there is both a primary supervisor and a co-supervisor. In practice, how these supervision arrangements function varies from project to project with co-supervisors sometimes being very involved or minimally involved. Generally, co-supervisors will be sufficiently up to speed with your project that they can provide support in the absence of the primary supervisor. In all cases at least one supervisor must be an academic member of staff. For Doctoral students at least one supervisor should hold doctoral qualifications. Students are expected to meet with their supervisor at a minimum rate of once per fortnight during session.

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



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

RESEARCH WEEK POSTERS AND PRESENTATIONS

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

EXAMINATION OF DOCTORAL THESES

Examination of Doctoral Theses (PhD and DPsc) is conducted through the University Postgraduate Office. The supervisor(s) will discuss potential examiners with the candidate, and will draw up a list of suitable examiners. Theses are sent to examiners external to the University (often overseas) for independent review. Any queries should be directed to the Postgraduate Coordinator or the Office of Research. The procedures for examination are documented fully by the Office of Research, University of Wollongong. Please consult: <https://www.uow.edu.au/research-and-innovation/graduate-research/>

EXAMINATION OF MASTER OF PSYCHOLOGY THESES

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

RESEARCH OPPORTUNITIES

The University has a number of research partners and strategies. University of Wollongong is a research-intensive university among the top 2% in the World, with an outstanding reputation for its learning environments across a broad range of disciplines. Further information about research at the University of Wollongong is here: <https://www.uow.edu.au/research-and-innovation/>

Ethics approval processes for research are described here: <https://www.uow.edu.au/research/ethics/index.html>



Part C Practica

PLACEMENT AND SUPERVISION GUIDELINES FOR INTERNS AND SUPERVISORS

These guidelines aim to provide key information for students and supervisors supporting the successful implementation of the practicum placement. This is a central part of the training programs and contributes significantly to the assessment which leads to the award of the degree.

Professional and Clinical Psychology training represents an on-going collaboration between the University of Wollongong and Psychology Board of Australia approved psychology supervisors throughout the community. Interns are based in all areas of the Illawarra, Sydney and broader NSW, and this is reflected in the geographical locations of placement supervisors.

The role of placement supervisors is central to the success of professional and clinical psychology training. Students learn a range of knowledge and skills from each placement based on both the theoretical approach and skills of the placement supervisor and the organisational culture of the placement agency. Students internalise these experiences and carry them forward, enriching their practice. Supervisors may also be involved in teaching and assessment within the programs, and also offer consultation through the Professional Programs External Advisory Committee that meets twice each year. Placement supervisors are eligible to apply for Honorary Fellow titles through the University that enables access to the library and provides a UOW email address.

QUALIFICATION OF SUPERVISORS

Interns are supervised by fully registered psychologists with Psychology Board of Australia approved supervisor qualifications. For the Master of Psychology (Clinical) and PhD (Clinical Psychology), endorsement as a clinical psychologist is also required. Other psychologists acting as secondary supervisors may be involved in supplementing this supervision in specific areas, at the discretion of the primary supervisor.



SONIA PLACEMENT SOFTWARE

SONIA is the UOW Student Placement System; an online portal for all things related to placements. Once Interns have commenced at UOW they will be granted access to SONIA and given instruction on how to upload pre-placement checks. If any Interns do not receive an email with SONIA access, or have any questions about SONIA, they should send an email to psych-placements@uow.edu.au



PRE-PLACEMENT CHECKS AND REQUIREMENTS

PSYCHOLOGY BOARD OF AUSTRALIA REGISTRATION OF INTERNS

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

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

Interns cannot see clients unless they hold current provisional registration. If for some reason an Intern's registration is not current, they must inform their placement supervisor, the Coordinator of the Practicum subject, and the Placement Officer immediately. In such instances, placement activities must cease immediately until the Intern has been re-registered. Interns must upload evidence of current registration status to their SONIA profile on a yearly basis.

NATIONAL CRIMINAL HISTORY RECORD CHECK

All students (both local and international) must provide a valid Australian National Police Certificate (NPC). A valid NPC is one that is:

- Less than five (5) years old if it has been purchased through an Australian State or Territory Police Force OR the Australian Federal Police.
- Less than three (3) months if it has been purchased through an [Australian Criminal Intelligence Commission \(ACIC\) accredited body](#).

Note that international criminal checks are also undertaken as part of the process of registration with the Psychology Board of Australia.

Once interns have obtained a current National Police Certificate, they are to upload this to their SONIA profile. Students should have their National Police Certificate available for inspection at all placements.

WORKING WITH CHILDREN CHECK

All interns are required to complete a Working With Children Check and upload evidence to their SONIA profile. Further information is available at

<https://www.kidsguardian.nsw.gov.au/child-safe-organisations/working-with-children-check>

<https://wwccheck.ccyp.nsw.gov.au/Applicants/Application>

INSURANCE FOR WORK EXPERIENCE PLACEMENTS

The University only carries insurance for Interns undertaking work experience placements approved by the Faculty. *Student Plan Insurance* covers the Intern for personal injury. While employers can ask Interns 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 Intern, Public Liability Insurance covers the Intern, their employer and the University.

Interns 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.

Interns need to have their own Professional Indemnity Insurance policy covering professional indemnity and public liability if they are undertaking paid placements. The University regards paid work experience differently, and would expect that the Intern 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: <http://www.insurancehouse.com.au/occupation/health-professionals>

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



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PRE-PLACEMENT NSW HEALTH STUDENT COMPLIANCE VERIFICATION PROCESS

Students in the Master of Professional Psychology, Master of Psychology (Clinical) and PhD (Clinical Psychology) degrees also need to complete the NSW Health Student Compliance Verification process, as outlined on the the UOW placement website here: [Psychology - University of Wollongong – UOW](#). This must be completed prior to undertaking placements, including within the Northfields Psychology Clinics. Only Master of Professional Psychology (School Psychology) students are exempt from this verification process, as their checks are undertaken by the NSW Department of Education.

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.

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

VACCINATION RECORD

As part of the NSW Health Student Verification process, vaccination records are required. Information can be found on the the UOW placement website here: [Psychology - University of Wollongong – UOW](#).

The Vaccination Record Card and Information Sheet is to be completed by a local Doctor, GP or Immunisation Nurse, who will enter the required details as written proof of protection against the diseases below. The card must be accurately completed with the date, the name of the person providing the immunisation/vaccination, their signature and a practice stamp next to each entry for the following:

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

In addition, the Information Sheet 2 – Checklist is required to be completed. In particular, ensure that evidence from Category A applicants (p. 2) is completed by the GP or nurse.

Tuberculosis screening is NOT required at this point in the process. This will occur at a later date and will be done by NSW Health staff during the verification session.

Vaccination against the COVID-19 virus is mandatory for health workers and COVID-19 vaccination certificate should be uploaded to SONIA.

PLACEMENT STANDARDS

Master of Professional Psychology

Hours required

Throughout the fifth year of study, Master of Professional Psychology interns are required to complete a minimum of 300 total hours of practicum and skills training. This is usually achieved in a one long placement within a psychology service. Placements usually run for two days per week for approximately 24 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 at least 32 hours of total supervision, at least 16 hours of



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which must be in individual supervision. As unforeseen circumstances can sometimes delay the completion of placement requirements, it is prudent for interns to factor in such issues and plan ahead to ensure placement hours are completed by the allocated placement end date. Interns should also be aware that the achievement of target hours does not always equate to completion of placement requirements. At all times professional conduct, and attention to the best interests and safety of the client, must come first. Therefore, on some occasions, additional hours may be required to finalise treatments, assessments, or outstanding competency or supervision matters.

Development of skills over the placement

Placements are developmentally structured, with early attendance focused on shadowing, observation, rapport building and co-facilitation. Responsibility and exposure to direct client work increases on a readiness and capacity basis. By the second semester, it is expected that all students will be engaging in direct client work on placement (i.e. one-on-one counselling or facilitating therapeutic groups).

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.

Pre-placement development

Interns normally undertake work initially at the Northfields Psychology Clinics before commencing an external placement. Work at the clinics develops early skills and readiness to undertake external placement, and can include scenario based learning, videotaped exercises followed by feedback, clinical skills training, demonstration, simulated learning, role-plays and the completion of several psychological assessment cases.

Obtaining a placement

External placement are selected 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 Coordinator of the Practicum subject and the placement agency. It is not permissible for interns to arrange or solicit professional experience placements for themselves under any circumstances. While every effort is made to place students in close proximity to their homes, this cannot be guaranteed. 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 Coordinator of the Practicum subject in consultation with the field supervisor.

Master of Professional Psychology (School Psychology)

Hours required

Throughout the fifth year of study, Master of Professional Psychology (School Psychology) interns are required to complete a minimum of 300 total hours of practicum and skills training. This is achieved in one year-long placement in NSW public schools. Placements normally run for two days per week for approximately 24 weeks, representing two full days per week (7.5 hours/day) at the placement site. Placements should lead the development of a variety of competencies including assessment, intervention and other professional skills. The 300 hours must include at least 32 hours of total supervision, at least 16 hours of which must be in individual supervision. As unforeseen circumstances can sometimes delay the completion of placement requirements, it is prudent for interns to factor in such issues and plan ahead to ensure placement hours are completed by the allocated placement end date. Interns should also be aware that the achievement of target hours does not always equate to completion of placement requirements. At all times professional conduct, and attention to the best interests of the client, must come first. Therefore, on some occasions, additional hours may be required to finalise treatments, assessments, or outstanding competency or supervision matters.



Development of skills over the placement

Placements are developmentally structured, with early attendance focused on shadowing, observation, rapport building and co-facilitation. Interns' progress will be monitored by the supervisor in deciding readiness to progress to more independent work. Responsibility and exposure to direct client work increases on a readiness and capacity basis. By the second semester, it is expected that all students will be engaging in direct client work on placement (i.e. one-on-one counselling or facilitating therapeutic groups).

Specific placement objectives and competencies for each placement are determined by the supervisor and intern, with reference to a review of each intern's capabilities, the learning goals of the intern, the systemic needs of the placement schools (e.g. dropout prevention program, co-facilitation of group therapy, etc.), and the practicum coordinators assessment of each student's learning needs.

Specific placement learning plans are negotiated between the placement organisation's practicum coordinator, the overseeing supervisor and the intern prior to the commencement of placement. 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.

Obtaining a placement

Placement location and supervision are allocated by the NSW Department of Education (DoE). It is not permissible for interns to arrange or solicit professional experience placements for themselves under any circumstances. Interns should understand that while every effort is made to place students in close proximity to their homes for their local professional experience, this cannot be guaranteed. Placements and the supervision process are monitored by the DoE practicum coordinator who is the initial point of contact for resolving issues on placements. In addition, the UOW Placement Coordinator may also be involved to assist as a secondary point of call.

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

Hours required

Interns 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; face-to-face or over the phone with clients, in individual or group sessions. Further, 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 (first 180 hours), and 1 hour of supervision per 15 placement hours for the remainder of the placement hours.

Interns 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.

Development of skills over the placement

Placements are developmentally structured, with early attendance focused on shadowing, observation, rapport building and co-facilitation. Responsibility and exposure to direct client work increases on a readiness and capacity basis. By the second semester, it is expected that all students will be engaging in direct client work on placement (i.e. one-on-one counselling or facilitating therapeutic groups).

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.



Pre-placement development

Interns undertake at between 60 - 80 direct client activity hours at the Northfields Psychology Clinics prior to beginning an external placement. Placement at the Northfields clinics provides Intensive, supported training for the development of practical skills, knowledge and readiness for external placements. This may include scenario based learning, feedback provided on recorded or observed sessions, clinical skills and ethics training, demonstrations, simulated learning, role-plays and the completion of cognitive psychometric assessment cases.

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 Coordinator of the Practicum subject and the placement agency. It is not permissible for interns to arrange or solicit professional experience placements for themselves under any circumstances. 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 Coordinator of the Practicum subject in consultation with the field supervisor.

The selection of placements should reflect a diversity of settings across inpatient (hospital), outpatient and community places. Placements in the psychiatric setting should include a component that entails working with people with psychotic disorders. Placements normally run for two days per week for approximately five months, though this may vary according to the needs of the placement organisation, supervisor, and intern. Placements should lead to the development of a variety of competencies including assessment, intervention and other professional skills.

PLACEMENT RULES

LOGGING PLACEMENT HOURS

DIRECT CLIENT ACTIVITIES

Direct client activities are defined by APAC as time that focuses on providing psychological services to the client for the client's benefit. In many cases, clients will be an individual, couple or group involved in the therapeutic process. However, clients may also be stakeholders involved in client care (e.g. family member/s; members of a multidisciplinary treatment team) or an organisation (e.g. provision of psycho-education to other stakeholders involved in client care).

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

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



In all of the above, the intern can only log 'direct client' time as time in which they were actively involved, listening or talking about clients that the intern is involved in providing care towards. Remaining hours will be classified as general, or 'other', hours, which can include organising appointments, writing up notes, report writing, scoring of tests, and other general duties (e.g., obtaining and preparing materials for assessment and treatment sessions). For example, most of the time spent in a ward round or professional meeting would be counted as 'other' hours.

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 intern 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 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 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 other 50%. Once the minimum individual supervision hours have been met it is acceptable to have more than 50% group supervision.

CASE REPORTS

All interns in the Professional and Clinical Psychology Programs are required to complete and pass a Case Report requirement. Master of Professional Psychology and Master of Professional Psychology (School Psychology) students complete a minimum of two Case Reports. Students in the Master of Psychology (Clinical) and PhD (Clinical Psychology) complete a minimum of four Case Reports. Case Reports are important indicators of competency including in child and adult assessment, psychotherapy, and working with special groups.

Students in the Master of Psychology (Clinical) and PhD (Clinical Psychology) programs are required to verbally present one of their written cases at Case Conference. Further details are included in the relevant Subject Outline.

CASE CONFERENCE

The Case Conference series, which has been running continuously at the University for over 30 years, includes case report presentations, and may also include observation and discussion of therapy films by experts, presentations by visiting fellows on applied topics and cases, and open discussion of clinical and professional issues. The Case Conference is open to all interns and can be attended on Thursdays at 12.30 face to face on campus or streamed online via a zoom link at this time.

ASSESSMENT OF COMPETENCY

All trainees in the Professional and Clinical Psychology Programs are required to demonstrate competency in assessment and interventions progressively during training, both on coursework tasks and during placements. Professional and Clinical interns submit videos of psychometric test administrations, simulated and actual therapy casework, and undergo in viva examinations. Presentation of actual videos and transcripts of therapy are a feature of individual supervision sessions. Practicum supervisors are required to complete competency-based assessments of interns from actual in vivo assessment of interns' psychological work. At the end of the intern's placement, the placement supervisor will be asked to complete a summary assessment of the intern, based on performance within the placement. The placement supervisor also signs-off the intern's activities via the online Psychology Practicum Logbook, and may be asked to peruse and comment upon the log book entries compiled by the intern. Further details regarding competency assessment whilst on placement are included in relevant Subject Outlines.



PLACEMENTS IN PAID AND/OR PRIVATE PRACTICE SETTINGS

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

PLACEMENT EXPECTATIONS

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 interns to get feedback on skill development, understand problems, identify reactions to and feelings towards clients, recognise expectations of self, etc. Supervision may entail case presentations (assessment and intervention), playing excerpts from recordings of 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.

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

- Professional behaviour is expected at all times in keeping with APS Code of Ethics (2007). <https://www.psychology.org.au/About-Us/What-we-do/ethics-and-practice-standards/APS-Code-of-Ethics>
- For students on placement in NSW Schools, the NSW DoE Code of Conduct (2015) also applies: <https://policies.education.nsw.gov.au/policy-library/policies/code-of-conduct-policy>
- The intern will, as soon as competence and circumstances permit, make a positive contribution to the work of the agency. That is, the intern will function as a part-time working member of the agency's team, not just as an observer.
- Within the limits of the intern's knowledge and competence, the intern should add to their experience as wide a range of activities as is possible within the agency.
- It would generally be expected that interns would gain exposure to different placement experiences and different supervisors to ensure sufficient breadth and depth of education and training.
- The intern 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 intern'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 intern to arrange for contact between the Coordinator of the Practicum subject and the placement supervisor should this appear necessary. However, if the placement supervisor feels that the placement is not working well, or that the intern is in some way unsuited to the placement, immediate contact should be made with the Coordinator of the Practicum subject.
- The intern must ensure that supervisors provide timely Mid-Placement and End-Placement Reviews so that these can be considered for subject completion.
- Interns are reminded that client work continues beyond teaching weeks so that they are required to continue external placements during and between university semesters (except during interns' annual vacation).



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 intern's work will be evaluated. The more clearly placement goals can be described, the easier it is for the intern 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 the SONIA system.

ONLINE PRACTICUM LOG BOOK



All psychology interns must keep an ongoing record of all practica, casework and supervision experiences. This record is to be kept in the form of a log book. The log book details the nature and hours of all placement or other practica undertaken (internal and external), as well as the dates, nature and hours of supervision, with group supervision clearly differentiated from individual (i.e. one-on-one) supervision and with the log book clearly specifying the nature of client work undertaken (with identifying details removed). The log book provides a rich source of information both of (i) activities undertaken in client contact and supervision and (ii) student progress. The responsibility for maintaining an ongoing record of details of client contact and supervision falls with the student. A final check of the log book is a requirement of the course and this check must be confirmed by the signature of the primary supervisors on the log book itself.

The University of Wollongong has developed a specialist online practicum log book for this purpose. Supervisors and interns are each given access to the logbook. Interns must log all placement activities in the Practicum Log Book. Supervisors need to review and sign-off each of the logged activities via the same electronic resource. The Coordinator of the Practicum subject will review student log book entries periodically and notify the intern of any issues. In addition, they will review the log book at the end of each semester to provide a placement progress report for each intern at the Student Assessment Committee meeting.

The Master of Professional Psychology and Master of Professional Psychology (School Psychology) online log book can be accessed at: <https://ltc.uow.edu.au/ppplogbook/>

The Master of Psychology (Clinical) and PhD (Clinical Psychology) online log book can be accessed at: <https://ltc.uow.edu.au/cpplogbook/>

PLACEMENT SUPERVISOR EVALUATIONS



Regular formative feedback is central to supervision for promoting the development of an intern'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 discussion of progress leading to competency ratings.



For the Master of Psychology (Clinical) and PhD (Clinical Psychology) programs this is achieved through the Clinical Psychology Placement Rating System (CYPRS). The Mid-placement Review and End-placement Review is completed online and involves discussion of progress leading to competency ratings (1-5) across 11 domains, and takes 20-40 minutes to complete. Once complete this report is uploaded to SONIA by the intern. The online reviews can be accessed at: <https://cyprs.engageable.net/>

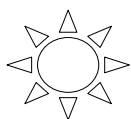
For Master of Professional Psychology and Master of Professional Psychology (Schools) programs, the Mid and End Placement reviews are completed via SONIA.

NORTHFIELDS CLINIC MEETINGS (MCP)



In addition to individual supervision from the placement supervisor, group clinic meetings are to be attended by all MCP interns on placement at the Northfields Clinics. These meetings provide an opportunity to develop skills in clinical review, presentation of cases in group settings, accessing support and ideas from staff, and learning from the clinical work of others. Regular attendance and presentation of cases is required for the successful completion of practicum subjects.

GROUP SUPERVISION (ALL STUDENTS)



In addition to individual supervision on placements, group supervision is provided. These groups provide a further opportunity for interns to develop their knowledge, clinical skills, understanding of psychotherapy approaches, reflective practice, and professional competencies. Interns are expected to attend each session.

REFLECTIVE PRACTICE

In line with both APAC and Psychology Board of Australia criteria, interns are required to submit evidence of reflective practice. A clinical reflection exercise aimed at supporting the development of critical reflection skills, including self-reflection, is to be submitted at the end of each semester. Submission of these tasks is required for the successful completion of the practicum subject.

MANAGING PLACEMENT & PROFESSIONAL COMPETENCE ISSUES

Supervision largely focuses on 'formative' and 'restorative' functions, and is generally experienced positively for both supervisor and intern. There are times however when difficulties may arise on placement, due to factors associated with the placement setting, the supervisor, the intern, or a combination of these factors. The following section provides clear procedures for managing such issues.

Conditions that may lead to placement failure

Student conduct rules, examination rules, academic rules, course rules and associated policies and procedures apply to practicums: <https://documents.uow.edu.au/about/policy/index.html>

In general a 'pass' or 'fail' recommendation by a Placement Supervisor is provisional, and the final decision will be made by the Director of Professional and Clinical Psychology Programs in consultation with relevant parties such as the Coordinator of the Practicum subject and examination committee.

Grounds for failing a placement may include any one of the following:

- **Workload:** The intern has not completed sufficient work to be assessed. This will not be recorded as a fail if it is due to circumstances beyond the intern's control, such as illness or lack of suitable referrals in the agency, but the intern will require more placement experience.



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- **Competence:** The intern has failed to demonstrate an acceptable general or global level of competence and level of proficiency, which would enable them to work in the agency as an employee, under supervision. Interns will not pass a placement if they have shown serious failings in any of the areas covered by the placement evaluation form.
- **Ethical breaches:** The intern breaches codes of ethics and conduct in a significant way.
- **Unprofessional behaviour:** The intern shows serious 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 policies.

In the event that an intern is failing or fails a placement there are some possible options available for remediation, including:

- The intern completes more work on that placement; and/or
- The intern does an extra placement.

In such circumstances, the Coordinator of the Practicum subject and placement supervisor (if appropriate) will draw up a plan with the intern to remedy the problems. The remedial work may take place either in the placement setting in order to obtain a pass in the placement, or within another setting as arranged by the Coordinator of the Practicum subject. The plan will be reviewed regularly. In the case of an intern repeatedly failing to meet remedial goals, he or she may be failed. University policies apply in all cases affecting student progress.

A placement supervisor or an intern experiencing difficulties in a placement should contact the Coordinator of the Practicum subject as soon as possible in order to discuss these difficulties. In most circumstances, any difficulties should have been identified by mid-placement, leading to clear behavioural goals for the remainder of the placement being established.

Where an intern believes that particular factors have affected their work, or that the supervisor's assessment of their current performance is not an accurate reflection of their performance, this should be communicated to the Coordinator of the Practicum subject.

REDUCING THE RISK OF PLACEMENT FAILURE

Clear supervision agreement

The placement agreement (see Appendix) represents the plan for placement activities that are to be completed, and provides areas under which the intern'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 intern to work towards achieving these goals, and the more valid and reliable the supervisor's feedback and assessment.

Mid-placement Review

The formal Mid-Placement Review provides an opportunity for the supervisor and intern 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 intern needs to achieve in the remainder of the placement. If the intern believes that they have been experiencing problems that have impacted on their performance, or the evaluation is misleading, this should be communicated to the Coordinator of the Practicum subject as soon as possible. An early phone call from either the placement supervisor or the intern may prevent the development of more serious problems.

FAILING A PLACEMENT

If, at the end of the placement, the placement supervisor is considering recommending a Fail grade, or is undecided, s/he should contact the Coordinator of the Practicum subject to discuss the matter. If the placement supervisor ultimately decides to recommend a Fail, the following procedures then apply: The placement supervisor should indicate on the placement rating form that the placement evaluation is recommended as a Fail. This should be shown to the intern and the reasons for failing clearly explained. The placement supervisor then sends the placement evaluation form to the Coordinator of the Practicum subject. It should be noted that this is a recommendation from the placement supervisor and



that the decision will ultimately be made by the Director of Professional and Clinical Psychology Programs in consultation with staff involved. University of Wollongong policies and procedures apply.

An intern's place on the postgraduate program may be terminated, or the intern may withdraw from the placement and program, in a variety of circumstances. Examples include failing two placements, being unable to successfully complete remedial work, health impairment, serious ethical concerns or not being able to fulfil the inherent requirements for competent practice of the profession.

GUIDELINES FOR INTRODUCTORY SUPERVISORY MEETINGS WITH NEW INTERNS

This checklist is intended to be used as a general and flexible guide for establishing effective supervisor-intern relationships. Overall, the main goal of the first supervisory meeting with new interns should revolve around clarifying and reaching an agreement on the common goals, the roles and responsibilities of each party, and the supervision procedures.

TOPIC 1: SUPERVISION INHERENT REQUIREMENTS

Before placement commencement, supervisor and intern should be aware of the following supervision requirements:

Intern roles and responsibilities

- To be registered with the Psychology Board of Australia as a provisional psychologist and agree to adhere to the requirements and guidelines set out by the Board.
- Adhere to the most recent version of the Australian Psychological Society Code of Ethics and Ethical Guidelines, as well as (for Master of Professional Psychology (School Psychology) students) the NSW Department of Education policies and procedures.

Supervisor roles and responsibilities

- To be a fully registered psychologist with the Psychology Board of Australia and approved as a Board supervisor.
- Agree to adhere to the Psychology Board of Australia's Guidelines for Supervisors.
- In line with the APAC requirements for placements, supervision occurs at a minimum of 1 hour supervision per 7.5 placement hours if the student is in their first 180 hours of placements, and a minimum of 1 hour supervision per 15 placement hours once the student has achieved over 180 hours of placement experience. Supervision may include telephone or video conferencing contacts. Overall, a minimum of 50% of supervision must be in the form of individual supervision.

TOPIC 2: COMMON GOALS

Discuss and collaboratively establish the objectives of supervision.

The purpose of the supervision process is to provide a safe and supportive space in which a working supervisory alliance offers psychology interns the opportunity to learn and develop the required knowledge and skill-based competencies they need to practise. The supervisory working alliance consists of three components: bond, goals and tasks. These should be discussed in the initial meeting and operationalised through the process of the supervisory agreement between the supervisor and psychology intern.

TOPIC 3: ROLES AND RESPONSIBILITIES

Discuss each party's expectations and reach an agreement regarding the roles and responsibilities of both interns and supervisor.

Intern roles and responsibilities

- Work towards developing and maintaining a strong supervisory alliance with the supervisor.
- Attend, be punctual and prepare for the placement and for supervision.



- Demonstrate professional behaviour at all time (e.g., engage in reflective practice, show flexibility, and maintain appropriate professional boundaries).
- Be open to learning and feedback processes, including being recorded, live observation by supervisors, and formal feedback through placement reviews.
- Demonstrate accountability and report suspected errors or mistakes to supervisor.
- Complete all necessary documentation on time, such as keeping track of hours and log placement activities in the practicum log books.
- Keep track of university tasks (e.g. due dates), and inform supervisors when they are likely to need access to clients for assessment purposes.
- Identify professional goals and negotiate processes for achieving these.
- Recognise that the supervisor carries accountability for supervised work, necessitating adherence to the supervisor's reasonable instructions.
- Keep supervisor informed e.g. placement attendance, supervision evaluation due date to the University.
- Agree to consult supervisor immediately where clients are at risk or if in doubt about any aspect of service delivery.
- If problems arise in the supervisory relationship, agree to address issues in the first instance with the supervisor with the aim to work towards resolving any issue(s). If resolution cannot be reached for any reason, contact the Coordinator of the Practicum subject.

Supervisor roles and responsibilities

- Inform the student about the roles and functions of psychologists in the agency, as well as in other professional teams they are likely to work with throughout the placement.
- Develop the intern's competency in the practice of psychology to a level expected early in their professional career.
- Develop and maintain a strong supervisory alliance that provides a safe place in which the intern can develop their professional skills and identity.
- Discuss informed consent and maintain confidentiality and privacy.
- Ensure the intern's work duties provide a sufficient experience of psychology service delivery to meet requirements for their program and professional development needs.
- Ensure the intern acquires a thorough knowledge of professional conduct and ethics and rigorously applies these standards in their work.
- Monitor and evaluate the intern's work through a variety of methods including observation, recording, and/or discussion of cases.
- Provide timely and regular informal (i.e. in supervision) and formal (i.e. Mid-placement and End-placement Reviews) feedback on progress.
- Provide direction to helpful resources (e.g. readings, documents, books, video recordings) to enhance skill development and theoretical understanding of the work.
- Let the intern know, and report to the university representative at Mid-placement Review, when an intern is not meeting requirements or when there are concerns about the intern's professional progress.
- Develop a remediation plan to rectify any concerns, which documents all concerns, behavioural competencies that need to be demonstrated and planned actions. If issues are not rectified quickly, notify the Coordinator of the Practicum subject
- Ensure informed consent gained from all clients working with the intern.
- Intervene directly if a client's welfare is at risk.
- Provide access to an alternative accessible supervisor when supervisor is off-site.
- If problems arise in the supervisory relationship, agree to address issues in the first instance with the intern with the aim of working towards resolving any issue(s). If resolution cannot be reached for any reason, contact the Coordinator of the Practicum subject.

TOPIC 4: SUPERVISION PROCEDURES

Set the supervisory frame.

- Discuss the supervision meeting times to ensure that supervisor and intern meet regularly for formal face-to-face scheduled supervision sessions.



- Discuss when the supervisor may be available for informal consultation for matters that may arise across a day's work, as well as the methods by which the intern can contact the supervisor (e.g. in person, via email, phone).
- Discuss the situations requiring the supervisor's immediate attention, for instance: suicidal risk or harm to others, child protection issues.
- Define the scope of the supervisor-intern relationship and collaboratively define the rules and boundaries for supervision, including how issues that arise in the context of the supervisory relationship will be addressed, and how and when the supervisory alliance will be monitored and evaluated.
- Discuss how the intern will know if they are achieving professionally acceptable levels of competency development and the procedures in place if the intern is below levels of expected competence, given their stage of professional development.
- Clearly map out a projected outline of what the intern can expect in terms of the role and duties as the placement progresses and as they gain experience. For example, it is recommended that interns initially shadow their supervisors, and then move onto more supervised independent work (i.e. conduct one-on-one assessment or interventions with clients without being directly observed), within the limit of the intern's knowledge and level of competence.
- Discuss how completion of university assessment tasks and requirements (e.g. psychometric testing, case report writing) will be supported in the process of supervision. Note; it is not the responsibility of the supervisor to monitor progress of the intern's university assessments.
- Discuss and agree to a formal Placement Agreement*, which includes, but is not limited to:
 1. length of time supervision will be provided
 2. methods for learning and development
 3. competency knowledge and skills areas
 4. intern's goals/tasks and learning trajectory objectives over the course of supervision
 5. how and when supervisors will observe intern's work with clients
 6. monitoring, feedback and evaluation methods used by the supervisor
 7. frequency of feedback
 8. roles and responsibilities of both parties
 9. supervisory functioning and procedures

* **A signed Placement Agreement is mandatory.** Throughout this process, questions should be encouraged from the intern and addressed by the supervisor where ever possible.



Placement Agreement Form

This agreement aims to establish clear expectations regarding roles and responsibilities, placement structure and placement goals. The placement goals should reflect the competency domains for psychology training. These are the domains that will be evaluated in the Mid-placement and End-placement Reviews.

PART 1

1. RESPONSIBILITIES OF THE UNIVERSITY OF WOLLONGONG

The University is responsible for the development and implementation of placement units. The University agrees to:

- a) Provide General and Product Liability Insurance [for liabilities arising from personal injury (including death) and property damage in connection with the Member's business or from products manufactured, sold or supplied by the Member, and Professional Liability Protection [for legal liability to pay damages as a result of any claim or claims made against the Member, protected person or entity arising out of any negligent act, error or omission in or about the conduct of the Member's professional business]. This covers the student and UOW supervisor.
- b) Provide a field Placement Coordinator who will liaise with the placement organisation throughout the duration of the student's placement activity.
- c) Provide a Placement Agreement that reflects the core competencies for Provisional Psychologists and integrates the specific placement objectives negotiated with the placement organisation.
- d) The Placement Coordinator is able to assist with the identification and negotiation of the placement objectives.
- e) Monitor and evaluate the quality of the placement activity.
- f) Assist with recruitment of placement students.
- g) Will maintain a copy of the student log books for a period of 10 years after completion of the placement.
- h) Ensure that the student is adequately prepared when they start the placement, considering the student's developmental stage and identified placement organisation's induction processes. This includes ensuring that any identifiable necessary remedial work and preparatory work is identified and carried out before the student starts a new placement.
- i) Ensure the student is enrolled, obtains any clearances or criminal record or any other checks required by the placement organisation prior to the student's commencement in the placement activity.
- j) Take all reasonable steps to ensure that the health and safety of the student is not jeopardised by activities undertaken during their placement activity.
- k) Take responsibility for assessing the academic performance of the student in the unit, advised by the supervisor, and any necessary remedial or disciplinary action.
- l) At the request of either the student or the on-site supervisor, the Placement Coordinator will arrange a three-way discussion of any identified problems.
- m) As per Psychology Board of Australia guidelines, notifying the Board of significant impairment in student functioning in coordination with the on-site supervisor and placement organisation if necessary.
- n) Organising relevant meetings and training sessions for supervisors.

2. RESPONSIBILITIES OF THE PLACEMENT ORGANISATION

The Placement Organisation is responsible for agreeing to the specification of the placement activity and the ongoing supervision of the student during the activity. It agrees to:

- a) Comply with the occupational health and safety laws of the state or territory where the placement



activity will be undertaken and take all reasonable steps to ensure that the health and safety of the student is not jeopardised by activities undertaken during their placement activity.

- b) Provide a contact for Work, Health and Safety concerns. If matters arise in the placement, interns are to contact the on-site supervisor in the first instance and then the UOW Placement Coordinator.
- c) Provide a supervisor, as well as other contacts available for the student to consult in case of risk or emergency.
- d) Conduct orientation for the student about the organisation; informing them about relevant policies and procedures.
- e) Provide sufficient resources/facilities for the student to undertake the placement activity, including supervision by the person who signs this Placement Agreement.
- f) Advise the University and the student of any clearances that the organisation deems necessary for the placement activity and ongoing supervision of the student.
- g) Ensure that the student is aware and where practical, notify the student of any relevant privacy, confidentiality, ethical or other requirements attaching to, or copyright, design or other intellectual property interests in, any records, documents, works, materials, artefacts, exhibits, models displays or any other objects in the custody of the organisation to which the student is given access for the purpose of preparing and completing the placement activity.
- h) Acknowledge, where possible, the student's role in authoring any materials and any use made by the organisation of those materials.
- i) Have the UOW Placement Coordinator and/or supervisor (where necessary) view some placement activities for the purposes of assessing the student's performance on-site at the placement. This may include where possible video and/or audio recordings of demonstrations of core skills such as assessment, case conceptualization, and counselling skills.
- j) Ensure that the student is not expected to engage in placement activities beyond her/his capacity, and that capacity concerns are discussed as soon as possible with the UOW Placement Coordinator.

3. STUDENT RESPONSIBILITIES

The student agrees to abide by the following conditions when undertaking the placement activity:

- a) Maintain registration with the Psychology Board of Australia
- b) Complete appropriate health checks and any other clearances deemed necessary by the University and/or placement organisation
- c) Identify personal goals for the placement (especially problem areas noted by previous supervisors) and include them in the Placement Agreement; submitting the Placement Agreement to the Placement Coordinator within two weeks of starting the placement.
- d) Maintain a log book of placement hours, activities and supervision sessions (both with the on-site placement supervisor and the UOW on-campus supervisor).
- e) Adhere to Australian Psychological Society's Code of Ethics (2007) and Ethical Guidelines at all times.
- f) Follow instructions of the supervisors as closely as possible, especially those relating to the care of clients, written material concerning clients and notifying the supervisor urgently if they have concerns about the safety of a client.
- g) Inform the UOW Placement Coordinator and/or supervisor if they feel that adequate guidance or opportunities for development are not being provided, they are unable or unwilling to follow the supervisor's (either on-site or UOW supervisor) instructions, or they perceive problems with the supervisory relationships.
- h) Although self-disclosure is not required, informing the supervisor of any personal circumstances which might adversely affect performance on placement is advised.
- i) Adhere to, and cooperate with, the placement organisation's policies and procedures, and discuss with the UOW Practicum Coordinator any concerns with following these policies and procedures.
- j) Refer any problems or concerns that cannot be readily resolved with the on-site supervisor or the UOW supervisor to the Placement Coordinator.
- k) Not use any UOW or placement organisation's materials in any manner that is in breach of the



requirements concerning confidentiality, privacy, ethics or intellectual property notified by the host organisation and/or UOW.

4. PRIVACY

UOW, the placement organisation and the student acknowledge that any personal information that may be collected in the course of the placement activity is protected by both the Privacy and Personal Information Protection Act 1998 (NSW) and the Commonwealth 1988 Privacy Act. Recordings of any client sessions require written consent from the client and the placement organisation on-site supervisor.

5. DISPUTE RESOLUTION

The parties will use their best endeavours to resolve disputes arising under this agreement amicably and in good faith.

6. TERM AND TERMINATION OF THE AGREEMENT

This agreement shall commence on the day it is signed, on or before the commencement of the placement, and will continue for the duration of the placement activity.



7. PLACEMENT DETAILS

Intern Name: _____

Placement Organisation: _____

Supervisor/s Name: _____

Start Date: _____ Mid-placement Review Date: _____ End Date: _____

Placement days: M Tu W Th F Supervision Day & Time: _____

This agreement aims to establish clear expectations regarding roles and responsibilities, placement structure and placement goals. The placement goals should reflect competency domains for psychology training. These are the domains that will be evaluated in the Mid-placement and End-placement Reviews.

8. INDUCTION TO PLACEMENT CHECKLIST

- Familiarity with local arrangements for fire and other emergencies, health and safety and other local general policies and procedures
- Familiarity with relevant service policies and procedures, such as note taking, report writing, file management
- Supervision methods and structure
- Other _____

9. ACTIVITIES FOR SKILL DEVELOPMENT

Please tick all those that will be included during placement:

- | | |
|---|---|
| Observation of Intern by Supervisor | Observation of Supervisor by Intern |
| Case Discussion | Role Play of interventions |
| Review audio/videotaped sessions | Instruction (e.g., teaching new skills) |
| Review reports, notes, letters and files | Suggested reading material |
| Discussion of professional, ethical and legal issues and areas of relevance to the work | |

NB. Personal disclosure is not required in supervision and you have the right to refuse to contract for supervision that requires personal disclosure beyond what you are willing to make. However, should your performance be adversely affected by personal circumstances, your supervisor will need to know in order to make allowances for this in your evaluation.

10. METHODS OF EVALUATION

Regular formative feedback will be provided in supervision sessions and via monitoring of the online log book. A formal evaluation will be conducted at the Mid-placement Review and at the End-placement Review. Formal evaluations may be delayed if there is need to further develop specific areas or skills to reach competence. See above for further details of each stakeholder's responsibilities and procedures for managing any disputes or difficulties.

Interns complete an evaluation of the placement, including the supervision process, at the completion of the placement.



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11. STAGES OF COMPETENCY DEVELOPMENT

It is anticipated that performance levels during an initial placement are likely to match Stages 1 (Beginner) and 2 (Basic), and as training progresses, will move towards Stages 3 (Moderate) and 4 (Competent). It can be helpful to consider current stage of performance at the commencement of each placement. There is generally transfer of competencies across subsequent placements, however a new setting also brings the need for new learning.

STAGE 1. BEGINNER

Knowledge, skills, attitude-value and relationship competencies are yet to be developed or remain at an early stage of development, and are on par with trainees commencing training without any practicum experience. High levels of supervision and support are required in order for the trainee to apply knowledge to practice, manage client sessions, or conducting specific assessment or intervention techniques. The trainee demonstrates little awareness of therapist-client process issues.

STAGE 2. BASIC COMPETENCE

Knowledge, skills, attitude-value and relationship competencies are developing, and while more basic competencies are demonstrated under some circumstances, they may be inconsistent or not generalised. More complex competencies are typically absent. Independence is developing, with the trainee taking increasing responsibility for sessions with supervisory oversight.

STAGE 3. MODERATE COMPETENCE

The trainee demonstrates a moderate repertoire of basic knowledge, skills, attitude-value and relationship competencies which are generalised to a wide range of common contexts, with more complex competencies emerging. There is a growing independence and responsibility for their own practice, with only minor inadequacies occurring.

STAGE 4. COMPETENT

The trainee demonstrates a wide repertoire of basic to advanced knowledge, skills, attitude-value and relationships competencies applied across a wide range of contexts. Performance is consistent with competencies of a graduate who has just completed all requirements for general registration. There is an appropriate level of independence and good development of a professional identity.

12. PLACEMENT GOALS

In collaboration with your placement supervisor, identify goals and activities that will allow you to achieve them. Apply SMART goal principles:

What do I want to be different at the end of the placement? (achievable, relevant, timeframe).

What would that look like? (specific)

How would you know you achieved the goal? (measurable)



12.1. KNOWLEDGE OF THE DISCIPLINE

Demonstrates knowledge of psychological principles and standards, theories, models and empirical evidence as well as an understanding of how these inform psychological practice in application.

| | Beginner | Basic | Moderate | Competent |
|--------------------------|----------|-------|----------|-----------|
| Goal/s: | | | | |
| Activities/ Measures: | | | | |

12.2. ETHICAL, LEGAL AND PROFESSIONAL MATTERS

Demonstrates knowledge of ethical/professional codes, standards and guidelines, and commitment to their application. Recognises and addresses ethical and legal issues, and demonstrates good discernment and judgment in all professional activities. Demonstrates professionalism, responsibility and accountability in all areas of professional activities including ethical conduct.

| | Beginner | Basic | Moderate | Competent |
|--------------------------|----------|-------|----------|-----------|
| Goal/s: | | | | |
| Activities/ Measures: | | | | |



12.3. PSYCHOLOGICAL ASSESSMENT AND MEASUREMENT

Applies knowledge of psychometric methods to correctly select, administer, score and interpret common psychometric tests, and to competently communicate test findings. Assesses and conceptualises cases utilising available information; integrates predisposing, precipitating, presenting, perpetuating, and protective factors; considers impact of cultural context; considers a range of theoretical approaches; integrates information derived from assessment. Identifies, assesses and addresses risk of harm to self and others.

| | Beginner | Basic | Moderate | Competent |
|--------------------------|----------|-------|----------|-----------|
| Goal/s: | | | | |
| Activities/ Measures: | | | | |

12.4. INTERVENTION STRATEGIES

Demonstrates effective engagement and collaborative approach with clients. Skilfully conducts intervention in a way that is responsive to the specific needs of clients. Monitors treatment progress (e.g., checks in with the clients regularly and administers outcome assessments as part of monitoring treatment progress, seeks and utilises feedback from clients, monitor working alliance).

| | Beginner | Basic | Moderate | Competent |
|--------------------------|----------|-------|----------|-----------|
| Goal/s: | | | | |
| Activities/ Measures: | | | | |



12.5. RESEARCH AND EVALUATION

Demonstrates respect for and commitment to the scientific method through evidence-based practice. Utilises research to identify and develop new programs/interventions for clients in relevant areas.

| | Beginner | Basic | Moderate | Competent |
|--------------------------|----------|-------|----------|-----------|
| Goal/s: | | | | |
| Activities/ Measures: | | | | |

12.6. COMMUNICATION AND INTERPERSONAL RELATIONSHIPS

Communicates clearly and effectively in verbal and non-verbal forms with clients and other professionals and stakeholders. Competently demonstrates counselling skills including empathy. Engages and develops rapport with clients, and is able to address and repair ruptures in alliance.

| | Beginner | Basic | Moderate | Competent |
|--------------------------|----------|-------|----------|-----------|
| Goal/s: | | | | |
| Activities/ Measures: | | | | |



12.7. WORKING WITH PEOPLE FROM DIVERSE GROUPS

Actively integrates individual perspectives and cultural considerations into all aspects of client care (within each of 1-6 above).

| | Beginner | Basic | Moderate | Competent |
|--------------------------|----------|-------|----------|-----------|
| Goal/s: | | | | |
| Activities/ Measures: | | | | |

12.8. PRACTICE ACROSS THE LIFESPAN

Demonstrates understanding of each of 1-6 above, applied to clients in childhood, adolescence, adulthood and late adulthood.

| | Beginner | Basic | Moderate | Competent |
|--------------------------|----------|-------|----------|-----------|
| Goal/s: | | | | |
| Activities/ Measures: | | | | |



12.9. SPECIFIC GOALS

Please specify specific goals as they relate to this particular placement. This may include goals in relation to the client group, assessment or therapeutic approaches, or the setting in which the placement is taking place.

13. SIGNATURES

PLACEMENT ON-SITE SUPERVISOR

Organisation _____

Name _____

Signature _____

Date:

PLACEMENT STUDENT

Name _____

Signature _____

Date:

WORKPLACE PLACEMENT COORDINATOR (IF RELEVANT)

Name _____

Signature _____

Date:

UOW PLACEMENT COORDINATOR

Name _____

Signature _____

Date:



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