Professional and Clinical Psychology
Training Handbook 2020
The Northfields Psychology Clinic Precinct at the University of Wollongong - Early Start@Northfields Clinic on left, Northfields Psychology Clinic - Blg 22 on right

MASTER OF PROFESSIONAL PSYCHOLOGY
MASTER OF PROFESSIONAL PSYCHOLOGY (SCHOOL PSYCHOLOGY)
MASTER OF PSYCHOLOGY (CLINICAL)
PHD (CLINICAL)
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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 of the three programs: Masters of Professional Psychology (MPP) including (School Psychology), Master of Psychology (Clinical) (MCP) and PhD (Clinical) (PhD Clin).

All programs are accredited by the Australian Psychology Accreditation Council, and are pathways to registration as a psychologist with the Psychology Board of Australia with the exception of the Master of Psychology (School Psychology) currently undergoing accreditation for flexible delivery. Gaining entry into any of these programs allows provisional registration as a psychologist. Entry is extremely competitive and graduates are highly regarded.

The MPP is the 5th year program, which when combined with a sixth year internship outside the University (5+1) leads to general registration as a psychologist.

The MCP is a fifth and sixth year program and is a pathway to general registration as a psychologist, and when combined with a registrar program outside the University leads to eligibility for area of practice endorsement as a clinical psychologist.

Note: The MPP and MCP have an overlapping 5th 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 4 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, following an 18 month registrar program. There are options for partial or full completion of the registrar program for some candidates practicing at Northfields Psychology Clinic.

For more detailed information about the School of Psychology see: [http://socialsciences.uow.edu.au/psychology/index.html](http://socialsciences.uow.edu.au/psychology/index.html)

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 programs, and entry requirements, see: [https://www.uow.edu.au/social-sciences/schools-entities/psychology/courses/postgraduate-psychology/](https://www.uow.edu.au/social-sciences/schools-entities/psychology/courses/postgraduate-psychology/)

For more detailed information about the School of Psychology see: [https://socialsciences.uow.edu.au/psychology/index.html](https://socialsciences.uow.edu.au/psychology/index.html)
STUDENT ENQUIRIES

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

StudentHub 41
Location: Building 41
Tel: (02) 4221 5962
Fax: (02) 4221 3892
Email: socssc@uow.edu.au

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

- Concerns about a specific subject: Subject Coordinator -> Deputy Director -> Director
- Concerns about research: Thesis supervisor -> Coordinator of Research Subjects -> Director
- Concerns for PhD research students -> HDR Higher Degree Research Coordinator
- Concerns about practica: Supervisor -> Practicum Coordinator -> Director
- General administrative concerns: Student Hub -> Course Administrator -> Deputy Director -> Director

Information for current students is here:

Further information about Northfields Psychology Clinic is here:
KEY CONTACTS

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Head of School  
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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 various roles 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 President of the Australian Clinical Psychology Association.

Dr Emanuela Brusadelli is a Clinical Psychologist, Individual and Group Psychodynamic Psychotherapist, and Consultant of the 2nd ed. of the Psychodynamic Diagnostic Manual (PDM-2) edited by Vittorio Lingiardi and Nancy McWilliams. Supervisor of psychologists in training and Expert in Psychodiagnosis, she is a member of the Society for Psychotherapy Research SPR, 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, Severity, Treatment Planning and Effectiveness, Obesity and Eating Disorders, Malingering, Groups.

Associate Professor Mitchell Byrne is endorsed in both clinical and forensic psychology and has over 30 years ongoing applied experience including in the children’s and federal courts and providing expert testimony. His primary therapeutic models are behavioural and cognitive therapies and his research spans autism spectrum disorders, trauma, medication adherence, violence and aggression, and health behaviour change.

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 area health districts. She also worked and conducted research in the areas of chronic mental health and dual diagnosis drug abuse.

Senior Professor Frank Deane has practised as a clinical psychologist in New Zealand, USA and Australia working in adult inpatient psychiatric settings, correctional facilities, outpatient child and family services and university clinics. His guiding model for practice is behaviour therapy and cognitive behavioural therapies including acceptance and commitment therapy.

Mark Donovan is a clinical psychologist specialising in children, young people and families. He has worked in a range of settings in Australia and the UK over the past 25 years, and draws from cognitive-behavioural as well as systemic, narrative and attachment models in his work, and has a specific interest in clinical supervision.

Luke Downie is a clinical psychologist with experience working with adults and young people. He has worked in addiction services, suicide prevention, private practice and currently leads a multi-disciplinary team at headspace Wollongong. He uses a variety of approaches including cognitive behavioural interventions and interpersonal therapies. He additionally has an interest in gender diversity and supporting the transgender community.

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.

Associate 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.

Karen McNamara has over 22 years experience as a clinical psychologist working with children, adolescents and families. Karen has worked at the Child and Adolescent Mental Health Service, headspace Illawarra and private practice. She has a special interest in anxiety, depression and autism in children and...
adolescents and works primarily from a cognitive behavioural therapy framework. She provides
supervision for many psychologists/clinical psychologists

**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 14 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 program is also supported by Visiting Scholars, Field Supervisors, Research Fellows and other Faculty
members

Further details of staff involved in the programs are here:


Staff list current at February 2020
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 Psychology), 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, 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 your course coordinator.
FACULTY OF SOCIAL SCIENCE VALUES

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

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

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

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

Our Faculty is committed to its staff, students and the communities it serves. To achieve this we endeavour to:
- Provide a safe, diverse and supportive work and learning environment.
- Help staff achieve their professional goals
- Help staff achieve a work life balance
- Be a community that collaborates to achieve shared goals
- Invest time and knowledge to help and support each other.
- Demonstrate leadership, show inspiration and respond to new challenges
- Be generous with each other sharing burdens, challenges and successes.
- Take care of each other.

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

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

Fairness & Equity
The pursuit of fairness and equity is reflected in everything we do. It is embodied in our procedures and practices through consultation and the consistent application of rules and criteria for decision making. At an individual level we strive to provide everyone with the opportunity and support they need to achieve their goals. We acknowledge that individuals have different backgrounds, needs and goals and we respect and support that diversity.

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

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

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

Excellence
We strive for excellence in all our professional activities. Where appropriate we compare, contrast, challenge, evaluate and alter what we do in order to advance the quality and impact of our work. We are committed to professional development and mentorship. We look for innovative ways to improve the quality of our work. We share knowledge and experience to improve the quality of everything we do. Others, both nationally and internationally, look to us as leaders in our field. As a result of living these values we will feel respected, valued and appreciated.
PHILOSOPHY OF THE WOLLONGONG PROFESSIONAL PSYCHOLOGY PROGRAMS

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

The aim of the Professional and Clinical Programs is to equip a person with the knowledge and skills to become a professionally recognised psychologist capable of independent practice within a range of settings with diverse populations. The overall philosophy of the training programs is the scientist-practitioner model. This model recognises the relationship between science and professional training. A scientific approach to the problems of psychology is advocated - that is, to proceed from intuitive and creative thinking about problems, to formulating hypotheses that can be empirically examined using established tools and techniques. On-going evaluation of outcomes provides a feedback mechanism to check the validity of formulations and achievement of goals. An important part of being scientific is to use methods that are based on sound theory and have good evidence of effectiveness. This scholarly scientific approach applies equally to casework with clients, conducting research, or evaluating evidence from the literature. The field of professional psychology is in a constant state of development, and different theories, approaches and methods are being developed and tested every year. Therefore, it is important to develop an attitude towards psychology that is critically open to new evidence and approaches. To be a fully functioning professional requires that we understand and act in an ethical manner, and are sensitive to the diverse socio-cultural and age related contexts in which we work. It is also important that we develop the ability to evaluate our own practice as well as the practice of others. Establishing a respect for ongoing supervision of casework and continuing professional development are important habits that can begin during this course and continue throughout a career in professional psychology.

Northfields Psychology Clinic
HISTORY OF THE WOLLONGONG PROFESSIONAL PROGRAMS


It is widely recognised for its innovation and was one of the first universities to offer a PhD degree in Clinical Psychology, commencing in 1990. It was also one of the first to offer a Doctorate in Clinical Psychology, commencing in 1996. It was also one of the first two programs in Australia to offer an innovative 5+1 Master of Professional Psychology, commencing in 2012 with Trevor Crowe as the inaugural coordinator (2011-2016). 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 3rd oldest Clinic of its kind in Australia. At the time it was founded in 1981, only the University of Sydney and University of Western Australia had such clinics. In 2006 Northfields Psychology Clinic celebrated its 25th Anniversary. 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-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 service offered at Northfields, and as such it has touched the lives of many more - including family and friends. The Clinic has also facilitated many successful clinical research projects contributing to new knowledge in the field. In 2018, the clinic expanded to two facilities - the original adult clinic in Building 22, and a new child and adolescent clinic opposite in the Early Start building.
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, DPscy and PhD are eligible. The Professional Programs Advisory Committee of the School of Psychology, University of Wollongong reserves the right to nominate an applicant, which is then determined by the APS Clinical College. The principles for determining the award will be based on merit, namely, excellence in coursework, practica and research. Unlike the Freestone Clinical Psychology Award, expertise in research is considered. Once the committee determines the nominee, no further correspondence will be entered into. The committee chairperson will provide data relevant to determining the award (e.g., aggregate data on academic grades, practica field reports, research project evaluations and publications). Final determination will be by majority vote; if the vote is tied the Head of School will cast a final vote. The successful nominee from each university will receive a certificate, be acknowledged on the APS Clinical College website, and be invited to submit an abstract of their research thesis to be published in the journal, *Clinical Psychologist*.

Past winners:

2009  DDanielle 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
FREESTONE CLINICAL PSYCHOLOGY AWARD

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

Conditions of the award:

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

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

Past winners:
2006 Rachael Murrihy
2007 Samantha Clarke
2008 Jane Middleby-Clements
2009 Fiona Davies
2010 Virginia Williams
2011 Christen Elks
2012 Lainie Berry
2013 Brie Turner
2014 Stacey Berry
2015 Kye McCarthy
2016 Samantha Broyd
2017 Fiona Calvert
2018 Annaliese Gray
VINEY PROFESSIONAL PSYCHOLOGY AWARD

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

Conditions of the award:

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

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

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

Past winners:
2017    Rebecca Holden
2018    Kendall Allsop
Part A
Structure, Management & Resources

STRUCTURE OF THE PROFESSIONAL PROGRAMS

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

- Master of Professional Psychology: 1 year full-time
- Master of 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

The Master of Professional Psychology

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

The Master of Professional Psychology (School Psychology)

The Master of Professional Psychology (School Psychology) prepares graduates to work as school psychologists by providing a 5th year of structured tertiary education as a part of the 5+1 internship program outlined by the Psychology Board of Australia. The fifth year of accredited tertiary study comprises coursework as well as supervised practicums for one year full-time 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 sessions on-campus. The Master of Professional Psychology (School Psychology) program is only available for full-time enrolment.

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

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

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

The Doctor of Philosophy (Clinical) is a research degree that requires the completion of an original clinical research thesis. The PhD (Clinical) 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 a Master of Professional Psychology course must have successfully completed a four year, or three year plus a fourth year, APAC-accredited sequence in psychology within the previous 10 years, and be eligible for registration with the Psychology Board of Australia as a provisional psychologist. Places in this course are limited and will be based on academic merit and personal suitability (personal statement, previous experience, 2 referees reports, and performance at a selection interview).

Master of Professional Psychology (School Psychology)

Students accepted into a Master of Professional Psychology course must have successfully completed a four year, or three year plus a fourth year, APAC-accredited sequence in psychology within the previous 10 years, and be eligible for registration with the Psychology Board of Australia as a provisional psychologist. Places in this course are limited and will be based on academic merit and personal suitability (personal statement, previous experience, 2 referees reports, 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 program will be from an Honours degree in Psychology at a minimum standard of Class II, Division 1 or its equivalent (e.g. Graduate Diploma). Places in this course are limited and will be based on academic merit and personal suitability (personal statement, previous experience, 2 referees reports, and performance at a selection interview).

Doctor of Philosophy (Clinical Psychology)

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

TRANSFERS BETWEEN PROGRAMS

The professional and clinical psychology programs at the University of Wollongong have been designed to facilitate transfer between programs. The Professional and Clinical coursework share common courses: Principles of Psychotherapy; Child and Adult Assessment and Psychopathology and Cognitive Behavioural Therapies - and some practicum at Northfields Psychology Clinic. Therefore, students transferring between degrees are able to obtain specified 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 September. Applicants shortlisted will undergo the usual selection interview and will be required to provide a personal statement and referees reports with their application. A number of highly performing students have successfully applied in the past and obtained specified credit for subjects undertaken during the professional degree.

Transfer from the Clinical Masters to the Clinical PhD

Students in the Master of Psychology program are eligible to transfer to the PhD (Clinical) program through the normal application process to the University due in September. The 4 year PhD in Psychology (Clinical) program is usually only available to students on scholarships, although some exceptions may be possible for exceptional students. Students apply to the University for entry into the
PhD Clinical program in the usual way once a year and applications are considered on merit. Transfers are usually made in the second year of full-time study (or its part-time equivalent) and come into effect semester 1 of year 2. Students who transfer are given credit for completed coursework that is common to both programs of study. It is not possible to downgrade from a PhD program to a Masters degree under university rules.

Students who have an interest in transferring to the PhD program should inform their supervisors of this in the early stages of project development. This is to allow a Masters project to be developed that has the potential to be expanded into a PhD research project. This can happen in several ways, for example, through development of a Masters scope project which serves as an initial study in a multi-study PhD proposal or, development of a PhD scope project which can be reduced to serve as a Masters project should the student not be successful in their application for transfer. Students who transfer from the Masters to the PhD Clinical programs are expected to complete their formal proposal review during Research Week (usually weeks 6 or 7) of semester 1 of year 2 (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.

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 on-going supervised practical experience in psychology. Students who commenced their training over 5 years ago and who have been granted leave of absence may be required to do additional coursework or practicum to ensure that their training is current and that they satisfy current requirements for the degree.

COURSE STRUCTURE AND COMPETENCIES

This sequence of courses in programs is fixed. However, the sequencing and content of subjects may vary from year to year, and up to date details are on the web under timetable/enrolments. In order to enhance the educative value of the programs, the subjects within the programs are sequenced and time-tabled in a pre-determined way. As a consequence, students may not choose any combination of subjects, but have to follow a fairly fixed schedule during their course. Any variation of enrolment must be discussed and approved by the Director of Training. For the same reasons, only full- and half-time options are available to students. For example, those who plan to complete their Masters (Clinical) degree in three years have only the following options to choose from: full time in year 1, part time in years 2 and 3 OR, part-time in years 1 and 2, full time in year 3. In general, students who enrol in the PhD enrol as full-time rather than part-time students, and any variation of this needs to be approved by the Director. 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, grievance mechanisms, facilities available, and practicum guidelines. Whilst every care has been taken in completing this handbook, there may be inaccuracies, and students are advised to check with staff for the most current information.
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 Australian Psychology Accreditation Council (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 your growing clinical expertise with peers and expose you to alternative cases and methods of practice. Supervised practicum placements run alongside this course work giving you the opportunity to apply your knowledge and skills in real world cases. Capstone research subjects and external practicum 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.

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 be able to:
1. Demonstrate competence in ethical, legal and professional matters.
2. Demonstrate professional skills working with people from across the lifespan and from diverse groups.
3. Conduct valid and reliable psychological assessments and reports.
4. Formulate, implement and monitor recognised psychological interventions.
5. Apply scientific research methods and knowledge to evaluate psychological practice.
Course Structure
The course requires the successful completion of at least 48 credit points over two semesters.

**Semester 1** (Autumn) - 18cr pts courses + 6cr pts annual courses = 24cp
- PSYP911 Assessment (6cp)
- PSYP932 Psychotherapy A (6cp)
- PSYP941 Research A (6cp)

**Semester 2** (Spring) - 18cp courses + 6cp annual courses = 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 4 Practicum* (12cp)

Part-time sequence - *PSYP923 Practicum in Year 2 with individual supervision.

**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 (School Psychology) version of the MPP course is currently accredited with conditions. Please note the on campus version of this course, the Master of Professional Psychology is an Australian Psychology Accreditation Council (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 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 your growing clinical expertise with peers and expose you to alternative cases and methods of practice. Supervised practicum placements in NSW schools run alongside this course work giving you the opportunity to apply your knowledge and skills in real world cases. Research subjects and external practicum 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.

The School Psychology specialisation is only available through flexible delivery, using a combination of e-learning, off-campus lectures, webinars, teleconference tutorials and two 1-week intensive teaching blocks. 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 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 be able to:
1. Demonstrate competence in ethical, legal and professional matters.
2. Demonstrate professional skills working with people from across the lifespan and from diverse groups.
3. Conduct valid and reliable psychological assessments and reports.
4. Formulate, implement and monitor recognised psychological interventions.
5. Apply scientific research methods and knowledge to evaluate psychological practice.

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

**Semester 1 (Autumn) - 18cr pts courses + 6cr pts annual courses = 24cp**
- PSYP911 Assessment (6cp)
- PSYP932 Psychotherapy A (6cp)
- PSYP941 Research A (6cp)

**Semester 2 (Spring) - 18cp courses + 6cp annual courses = 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 4 Practicum* (12cp)

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**MASTER OF PSYCHOLOGY (CLINICAL)**

Testamur Title of Degree: Master of Psychology (Clinical)
Abbreviation: MPsys(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 Australian Psychology Accreditation Council (APAC) accredited, Australian Qualifications Framework (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 practice endorsement as a clinical psychologist. 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 psychology with expertise in clinical research. The coursework aims to develop the knowledge and skills required for clinical practice in the field of mental health with individuals, families and groups within a scientist-practitioner framework, building on the existing knowledge and skills base acquired as part of the undergraduate course. Case studies, role plays and reflective assessment tasks scaffold the development of skills in a safe environment. Seminar presentations offer a chance to test your growing clinical expertise with peers and expose you to alternative cases and methods of practice.

Supervised clinical placements to a minimum of 1000 hours run alongside this course work, giving you the opportunity to apply your knowledge and skills in real world cases. Capstone research subjects and external practicum 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 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 must 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. The Master of Psychology (Clinical) has been approved by DEEWR as an eligible Masters program for Student Income Support. For information regarding eligibility contact Centrelink on 132 490.

**Competencies**

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

1. Demonstrate competence in ethical, legal and professional matters
2. Demonstrate professional skills working with people from across the lifespan and from diverse groups.
3. Conduct valid and reliable psychological assessments and reports
4. Formulate, implement and monitor recognised psychological interventions
5. Apply scientific research methods and knowledge to evaluate psychological practice
6. Demonstrate advanced knowledge and skills in psychopathology and psychopharmacology
7. Demonstrate advanced knowledge and skills in clinical formulation and assessment, and clinical interventions.
8. Demonstrate advanced knowledge and skills in clinical research and reflective practice.

**Course Structure**

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

**Year 1 - 48 credit points**

**Semester 1 (Autumn) - 18cp + 6cp annual = 24cp**
- PSYP911 Assessment (6cp)
- PSYP932 Psychotherapy A (6cp)
- PSYP941 Research A (6cp)

**Semester 2 (Spring) - 18cp + 6cp annual = 24cp**
- PSYP934 Psychotherapy B (6cp)
- PSYP935 Applied Interventions (6cp)
- PSYP942 Research B (6cp)

**Semesters 1 and 2 (Annual) 6cp pts per semester**
- PSYP923 Practicum 1 (12cp)

**Year 2 - 48 credit points**

**Semester 1 (Autumn) - 18cp courses + 6cp annual = 24cp**
- PSYP916 Clinical Assessment and Interventions A (6cp)
- PSYP945 Research Project A (12cp)*

**Semester 2 (Spring) - 18cp courses + 6cp annual = 24cp**
- PSYP913 Clinical Assessment and Interventions B (6cp)
- PSYP946 Research Project B (12cp)*

**Semesters 1 and 2 (Annual) 6cp pts per semester**
- PSYP924 Practicum 2 (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: 003003G
Total Credit Points: 192
Duration: 4 years full-time

Overview
The Doctor of Philosophy (Clinical Psychology) is an Australian Psychology Accreditation Council (APAC) accredited, Australian Qualifications Framework 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 practice endorsement as a clinical psychologist. Applicants will already have completed a four year APAC accredited AQF Level 8 sequence in Psychology or an international equivalent.

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

Supervised clinical placements to a minimum of 1000 hours run alongside this course work giving you the opportunity of apply your 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 are required to 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 must 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 be able to:

1. Demonstrate competence in ethical, legal and professional matters.
2. Demonstrate professional skills working with people from across the lifespan from diverse groups.
3. Conduct valid and reliable psychological assessments and reports.
4. Formulate, implement and monitor recognised psychological interventions.
5. Apply scientific research methods and knowledge to evaluate psychological practice.
6. Demonstrate advanced knowledge and skills in psychopathology and psychopharmacology.
7. Demonstrate advanced knowledge and skills in clinical formulation and assessment, and clinical interventions.
8. Demonstrate advanced knowledge and skills in clinical research and reflective practice.
9. Demonstrate substantial skills in the conduct and reporting of original psychological research.

Course structure
The course requires the successful completion of at least 192 credit points (cp) over eight semesters. Course comprises research training to the value of at least 132 cp (69% of the program), plus 36 cp coursework and 24 cp practicum. NOTE: the following course structure is a possible recommended
program. Other options (e.g. commencing full time research in Year 1) are also possible and should be approved by the supervisor and Director of Training.

Year 1 - 48 credit points

Semester 1 (Autumn) - 6cp + 15cp annual = 21cp
- PSYP911 Assessment (6cp)

PSYP932 Psychotherapy A (6cp)

Semester 2 (Spring) - 6cp + 15cp annual = 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 AND CLINICAL 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 Training programs at the University of Wollongong. The Committee is constituted for the purposes of full consultation with representatives of the field supervisors, students, industry and organisations that employ the Institution's graduates regarding the standards of training being achieved in the courses. The Committee 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 Professional and Clinical Psychology Training 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 Director and other field placement coordinators and supervision staff; all academic staff teaching in the Professional and Clinical programs; and the Head of School.

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

Meeting Frequency
This committee will meet 2 times a year. A subcommittee may also meet outside these meetings to progress the work of the Committee.
RESPONSIBILITIES, RULES, AND GRIEVANCE MECHANISMS

The University student conduct rules, examination rules, academic rules, course rules and associated policies and procedures apply to these programs and may be found here: https://documents.uow.edu.au/about/policy/index.html

Refer also to the Code of Practice - Student Professional Experience: https://documents.uow.edu.au/about/policy/UOW058662.html

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

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

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

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

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

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

The university has developed guidelines for authorship with regard to publication of research conducted under supervision. Staff and students are expected to follow these guidelines when publishing research work. As a general rule, research conducted by students and prepared for publication within six months of course completion is published with the student as the first author and the research supervisor as the second author.
Students with a grievance have recourse to a chain of appeal that begins with the person(s) directly involved, and progresses to the subject Coordinator, the Professional Director, and the Head of School.

Attendance at scheduled classes, supervision and practica is compulsory as described in course and subject handouts. For off-campus learning, MPP (SP) 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 Training. 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 with a grievance about the mark assigned to them should speak first to the marker responsible and, if the issue remains unresolved, to the subject coordinator. If appropriate, differences may be resolved by appointing a second marker to re-assess the piece of work or otherwise resolved according to the University rules.

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

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

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

**INHERENT REQUIREMENTS FOR PROFESSIONAL AND CLINICAL PSYCHOLOGY TRAINING**

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

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

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

Students are required to undertake placement activities in mixed gender environments which reflect the Australian health care context.

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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
Successfully completing the course enables you to apply for registration as a registered psychologist with the Psychology Board of Australia (PsyBA). The inherent requirements outlined below provide a guide for students and staff when deciding whether you are able to meet these requirements and the type of reasonable adjustments that could be put in place to allow you to complete the course without compromising the academic integrity of the course.

How to read the inherent requirement statements - If you are intending to enrol in a Professional or Clinical Psychology program you should look at these inherent requirement statements and think about whether you may experience challenges in meeting these requirements.

If you think you may experience challenges related to your disability, chronic health condition or any other reason, you should discuss your concerns with a campus Student Support Advisor. These staff can work collaboratively with you to determine reasonable adjustments to assist you to meet the Inherent Requirements. In the case where it is determined that Inherent Requirements cannot be met with reasonable adjustments, the University staff can provide guidance regarding other study options.

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

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

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

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

**ETHICAL BEHAVIOUR**

Inherent requirement statements

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

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

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

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

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

**BEHAVIOURAL STABILITY**

Inherent requirement statements

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

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

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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.
   2 Justification of inherent requirement:
   » Knowledge, understanding and compliance with legislative and regulatory requirements are necessary pre-requisites to placements in order to reduce the risk of harm to self and others
   » Compliance with these regulations and the law ensures that students are both responsible and accountable for their practice
   4 Adjustments must be consistent with legal and regulatory requirements.
   5 Exemplars:
   » Complying with legal requirements regarding all aspects of practice
   » Complying with the requirement for provisional registration with the Psychology Board of Australia

COMMUNICATION
This course requires effective, verbal, non-verbal and written communication.
Verbal
Inherent requirement statements
1 Effective and efficient verbal communication, in English, is an essential requirement to provide safe delivery of clinical psychology care.
   2 Student demonstrates:
   » The ability to understand and respond to verbal communication accurately, appropriately and in a timely manner
   » The ability to provide clear instructions in the context of the situation
   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

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» Being sensitive to individual and cultural differences demonstrates respect and empathy, and permits the development of trusting relationships required to work with clients during placements.
» The ability to observe and understand non-verbal cues is essential for safe and effective observation of clients' symptoms and reactions as part of their assessment and treatment.
4 Adjustments for non-verbal communication impairments must enable the recognition, interpretation and appropriate response to non-verbal cues as well as initiation of effective non-verbal communication in a timely and appropriate manner.
5 Exemplars:
» Recognising and responding to non-verbal cues indicating a change in the emotional state of a client during placements.
» Recognising and responding to non-verbal cues in classroom situations.

Written
Inherent requirement statements
1 Effective written communication is a fundamental clinical psychology responsibility with professional and legal ramifications.
2 Student demonstrates capacity to construct coherent written communication appropriate to the circumstances.
Justification of inherent requirement:
» Construction of written text based assessment tasks to reflect the required academic standards are necessary to convey knowledge and understanding of relevant subject matter for professional practice.
» Accurate written communication for a range of purposes and audiences is vital to provide consistent and safe patient care.
4 Adjustments for written communication impairments must not compromise the necessary standards of clarity, accuracy and accessibility to ensure effective recording and transmission of information in both academic and clinical settings.
5 Exemplars:
» Constructing an essay to required academic standards including appropriate referencing of sources.
» Preparing clinical reports which are appropriate to the purpose and audience, and completed in a timely manner.

COGNITION
This course requires knowledge of theory and the skills of cognition, literacy and numeracy.
Knowledge and cognitive skills
Inherent requirement statements
1 Consistent and effective knowledge and cognitive skills must be demonstrated to undertake safe and competent clinical psychology practice.
2 Student demonstrates:
» The capacity to locate appropriate and relevant information.
» The ability to process information relevant to practice.
» The ability to integrate and implement knowledge in practice.
3 Justification of inherent requirement:
» Satisfactory performance on placements requires identifying and accurately extracting and understanding information from a range of sources, which must also be applied appropriately.
4 Adjustments for knowledge or cognitive skills impairments must not compromise or impede student's ability to demonstrate the minimum acceptable level of knowledge and cognitive skill required to practice safely.
5 Exemplars:
» Ability to apply academic knowledge to practice during placements, for example through developing and testing hypotheses, developing treatment plans and then conducting individual sessions for clients based upon this.

LITERACY (LANGUAGE)
Inherent requirement statements
1 Competent literacy skills are essential to permit safe and effective practice of psychology during placements.
2 Student demonstrates:
» The ability to accurately acquire information and convey appropriate, effective messages.
» The ability to read and comprehend a range of literature and information.
The capacity to understand and implement academic conventions to construct written text in a scholarly manner
3 Justification of inherent requirement:
» The ability to acquire information and to accurately convey messages is fundamental to ensure safe and effective assessment, treatment and delivery of care
» The ability to read, decode, interpret and comprehend multiple sources of information is fundamental for safe and effective conduct during placements
4 Adjustments to address literacy issues must not compromise the student's ability to demonstrate the minimum acceptable capacity to effectively acquire, comprehend, apply and communicate accurate information.
5 Exemplars:
» Conveying a spoken message accurately and effectively in a clinical setting during placements
» Paraphrasing, summarising and referencing in accordance with the American Psychological Association Publication Manual
» Producing accurate, concise and clear documentation while on placement in the clinical setting which meets legal and professional requirements

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

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

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

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

FACILITIES

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

NORTHFIELDS PSYCHOLOGY CLINIC & NORTHFIELDS PSYCHOLOGY CLINIC AT EARLY START
In addition to professional consulting rooms, the clinic has a number of other facilities. Frequently used tests and books are available as are audio and video facilities. These must remain within the Northfields Psychology Clinic building. A fully functioning kitchen, lounge and work area is available for professional students. Professional students have a dedicated computer room with a networked printer. The clinic has designated office space, consisting of desks, bookshelves, lockers and limited shared filing cabinets for all students. Clinic rooms are sufficiently sound-proofed to carry out training and confidential assessments and have video-recording equipment. These rooms are also appropriately furnished for conducting formal testing and for interviewing. When communicating with Northfields Psychology Clinic, 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
- Building 41 computer laboratory; the student hub also has multiple powered desks
- Northfields Psychology Clinic - computers and printer for professional students and researchers

Access to the 41.101 computer lab can be provided by administrative staff located in room 41.106. Facilities for Northfields Psychology Clinic can be provided by administrative staff.
STUDENT EMAIL LIST
Email is the primary form of communication between staff and students. Your email address established by the University will automatically be used and you will be enrolled onto the email list.

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

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

eLEARNING
Off-campus eLearning includes an important part of the training. This is accessible through SOLS. You should spend some time in your first week acquainting yourself with the system. Helpful resources are available here: https://www.uow.edu.au/student/learningcoop/index.html

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

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
You may use the printer/photocopier in 41.101 or Northfields Psychology Clinic and you will have been given a printing allowance. Your Dept ID/Password is your student number. You will be prompted to enter this each time you wish to print/photocopy. Swipe to print cards are required. See test library staff for 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 you searching and finding relevant information for specific projects. Information about library services is available here: http://www.library.uow.edu.au/students/index.html

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

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

TEST LIBRARY
The test library is located in Blg 22 Northfields Psychology Clinic Room G16a. Opening times: Monday to Friday 1pm to 4pm. 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/social-sciences/current-students/testlibrary/
1. **Borrowing Tests**
   You may borrow tests and take them home. Please ensure you reserve your kit with the Test Library. You can do this by sending us an email or visit during opening hours. Borrowing time is generally 2 days, depending on the demand this can be extended.

2. **Test Forms**
   Forms are always in the kit when you borrow it. We replace the forms when you return the kit.

3. **Returning Resources**
   Test Library resources should be borrowed and returned during opening hours only. If the Test Library is closed unexpectedly, please leave with 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 Psychology Board of Australia 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 the review, integration, critical interpretation and evaluation of psychology. Specifically the project should be designed so that students can acquire the following skills:

- Analysis of scientific literature and critical appraisal
- Synthesis of literature into a framed argument
- Formulation of a research question
- Design of an appropriate rigorous scientific method for investigation of the question
- Collection and analysis of data, including data management
- Interpretation of findings
- Reporting of the project in the form of a high quality manuscript
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 (usually the equivalent of a Distinction grade) in order to be passed. Failure to meet the required standard will usually require re-submission of the research project following feedback from the independent marker and this can potentially extend the students training candidature. Full guidelines regarding the required standards and the marking process will be provided by the research subject coordinator at the commencement of each academic year.

GUIDELINES FOR CLINICAL RESEARCH PROJECTS

MASTER OF PSYCHOLOGY (CLINICAL) AND PHD (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 literature review and an article suitable for submission to a peer-reviewed international scientific journal. The total project report will be approximately 13000 words (8000 word lit review and proposal and approx. 5000 word research article).

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

Research competencies

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

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

Research scope and outcomes

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

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

Research Design

Acceptable designs include:

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

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

RESEARCH SUPERVISION

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

https://www.uow.edu.au/social-sciences/current-students/

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

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

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

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

RESEARCH WEEK POSTERS AND PRESENTATIONS

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

Students undertaking research will be required to present a research poster during research week or at an alternative time negotiated with the director of post-graduate research and approved by the Head of School. Details will be provided within class and supervisors should be consulted about presentation issues. Presentation of your research is a requirement of the School. Repeated failure to report research findings will be noted on your record.

EXAMINATION OF DOCTORAL THESIS

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

**EXAMINATION OF MASTER OF PSYCHOLOGY THESIS**

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

**RESEARCH OPPORTUNITIES**

The University has a number of research 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:
Ethics approval processes for research are described here:
**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 program and contributes significantly to the assessment which leads to the award of the degree.

**Clinical Placements and the Role of Supervisors**

Provisionally registered interns studying on campus complete their initial, internal placement at Northfields Clinic. Following this, they are required to complete external placement(s) in a range of settings and with various client groups. As such, Professional and Clinical Psychology training represents an on-going collaboration between the University of Wollongong and Board approved Psychology supervisors throughout the community. Interns are based in all areas of the Illawarra, Sydney and NSW and this is reflected in the geographical locations of placement supervisors.

Students enrolled in the MPP-SP program are required to complete one annual placement within school settings, thus gaining exposure to a range of settings and various client groups. As such, School Psychology training represents an ongoing collaboration between the University of Wollongong, the NSW Department of Education, and School Psychology supervisors throughout NSW schools.

The role of placement supervisors is central to the success of clinical and professional 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, assessment and offer consultation through the Professional Programs External Advisory Committee that meets bi-yearly. Placement supervisors are eligible to apply for Honorary Fellow titles through the University that enables access to the library as well as being able to obtain a UOW email address.
**PRE-PLACEMENT REQUIREMENTS**

**Qualification of Supervisors**
All interns should be supervised by fully registered psychologists with Board-approved supervisor qualifications. For the MCP endorsement as a clinical psychologist is required. Other psychologists acting as secondary supervisors may be involved in supplementing this supervision in areas at the discretion of the primary supervisor.

The University of Wollongong provides regular workshops in order to support placement supervisors and provide relevant professional development. Details about these workshops are circulated to all current placement supervisors via email. For further information contact the Placement Officer via psychplacements@uow.edu.au

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

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

**National Criminal Record Check**
All Interns undertaking placements are required to undergo a National Criminal History Record Check (NCHRC). For people in NSW this is conducted by the NSW Police Force.

Once interns have obtained a National Police Certificate, they are to present a copy of this to the relevant Placement Officer. Students should have their police certificate available for inspection at all placements.

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

There are many companies that offer a Police Check online. The National Police Check that you apply for must be supplied by an ACIC Accredited Broker Organisation or an Australian State or Territory Police Force or the Australian Federal Police. The list of Accredited Broker organisations is available via the “who can organise my check” link on the website above. Note that international criminal checks are also undertaken as part of the process of registration with the Psychology Board.

**Working With Children Check**
All interns are required to complete a Working With Children Check and to present a copy to the Placement Officer. Further information is available at

**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 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. Reasonable rates are available for those who need to arrange their own cover with two population options:

Insurance House
AON:

Verification with ClinConnect - for NSW Health placements
Interns going on placement in NSW Health facilities must be verified with ClinConnect - which includes evidence of vaccinations. Only Master of Professional Psychology (School Psychology) students are exempt from verification. There will likely be on-campus verification days set up so you can have your documents verified by the designated health worker. We recommend you ensure you meet these requirements.


The ClinConnect online database needs to be completed for any placements within NSW Health. ClinConnect has two main functions: verification and placement allocation. Verification is completed by ensuring that you have met requirements for registration, immunisation, police and working with children check. Placement allocation via ClinConnect formalises placement plans that have been established between interns and their potential supervisors. 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 placements need to be formally accepted and assigned at least 3 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 allowed to commence the placement. Verification is done on campus and inquiries can be made to the Practicum Coordinator and Student Hub41.

Vaccination record
As part of the NSW Health verification, vaccination records are required. Carefully review the NSW Health Student Verification Pack 2020

If you go on placement within the NSW health service you need to sign that you have read and understood this as part of your Student Undertaking, so it is a requirement that you have a copy of the Policy

The Vaccination Record Card together with NSW Health Information Sheets 1 - 4 regarding occupational assessment, screening and vaccination are available from StudentHub41 (outside the School of Psychology on campus).

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

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

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

Any questions relating to the verification process can be made to UOW’s Verification Team via uow-verification@uow.edu.au

PLACEMENT REQUIREMENTS

Master of Professional Psychology MPP

Hours required
Throughout their fifth year of study, MPP and MPP-SP interns are to complete a minimum of 300 total hours of practicum and skills training. MPP Interns are to complete a one year long placement in a psychology service. Placements are normally 2 days per week for 24 weeks, representing two full days per week (7.5 hours/day) at the placement site, and should lead the development of a variety of competencies including assessment, intervention and other professional skills. Under this model, students can expect to complete up to 360 hours of external practicum (at a minimum, 290 hours must be completed). Your 300 hours must include at least 28 hours of total supervision. Of the 28 total, at least 14 hours must be 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 other outstanding 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 that 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 Northfields Clinic before going to an external placement. Work at Northfields develops readiness to be on external placement, and includes scenario based learning, videotaped exercises followed by feedback, clinical skills training, demonstration, simulated learning, role-plays and completing several psychological assessment cases.

Obtaining a placement
External placement selection will be from the list of service providers who are partners with the MPP at UOW. The external MPP placement location and supervision are allocated by the Placement coordinator at UOW in consultation with the placement agency. 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. 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 practicum coordinator in consultation with the field supervisor.

**Master of Professional Psychology (School Psychology) MPP-SP**

**Hours required**
Interns are to complete a one year-long placement in NSW public schools. Placements are normally 2 days per week for 24 weeks, representing two full days per week (7.5 hours/day) at the placement site, and should lead to the development of a variety of competencies including assessment, intervention and other professional skills. Under this model, students can expect to complete up to 360 hours of external practicum (300 hour minimum). 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 other outstanding 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).

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. Placements need to be 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 Interns’ progress will be monitored by the supervisor in deciding readiness to progress into more independent work. By the second semester, it is likely that interns will be engaging in direct client work on placement (i.e. one-on-one counselling or co-facilitating therapeutic groups). 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 University at an intensive teaching block at Northfields Clinic before going to an external placement. This work develops readiness to be on external placement, and includes scenario based learning, videotaped exercises followed by feedback, clinical skills training, demonstration, simulated learning, role-plays and assessment activities.

**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 placement. In addition, the UOW practicum coordinator may also be involved to assist as a secondary point of call.
**Master of Psychology (Clinical), and PhD (Clinical Psychology); MCP & PhD(Clin)**

**Hours required**
Interns are required to complete a minimum of 1000 practicum hours over two years to complete the course. 400 hours of these hours must be direct client activities (face-to-face or over the phone) with clients, in individual or group sessions. 134 hours must be contact hours with a clinical supervisor in individual or group supervision. This is generally a minimum of 1 hour of supervision per 7.5 placement hours for initial placement (180+ hours) and 1 hour of supervision per 15 placement hours for subsequent placements.

Interns complete a minimum of three placements, including an initial internal placement at Northfields Clinic and two external placements to provide a breadth of competencies across adult, child, specialist and psychiatric settings. A minimum of 50% of supervision in any one placement is in the form of individual supervision, and no more than 50% in the form of group supervision. Remaining hours will be in general hours which can include organizing appointments, writing up notes, report writing, scoring of tests, and other general duties (e.g., obtaining and preparing materials for assessment and treatment sessions). A minimum of 300 total hours of practicum and skills training are aimed to 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 that 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 at least 60 face-to-face hours at Northfields Clinic prior to beginning an external placement. Work at Northfields develops readiness to be on external placement, and includes scenario based learning, videotaped exercises followed by feedback, clinical skills training, demonstration, simulated learning, role-plays and completing several psychological assessment cases.

**Obtaining a placement**
External placement selection will be from the list of service providers who are partners with the MCP at UOW. The external MCP placement locations and supervision are allocated by the Placement coordinator at UOW in consultation with the placement agency and the student. 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 practicum coordinator 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. Competency in child and adolescent work typically requires a minimum of 200 hours (80 face-to-face hours). Placements are normally 2 days per week for 5 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.
SPECIFIC REQUIREMENTS

DIRECT CLIENT ACTIVITIES

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

In all of the above, the Intern can only log time in which they were actively involved, listening or talking about clients that the Intern is involved in providing care towards. 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 actively involved. Passive attendance in group or team based discussion in 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 the first 180 hours and 1 hour of supervision for 15 hours of psychological work for the following hours should be provided during a placement. At least 50% of this 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 Reports requirement. Professional interns complete a minimum of 3 case reports and clinical interns complete at least 4 case reports. Reports are important indicators of competency including in child and adult assessment, psychotherapy, and working with special groups. Clinical students verbally present one of their written cases at Case Conference. Details are included in individual subject handouts.
CASE CONFERENCE

The Case Conference series, which has been running continuously in the clinical and professional programs for over 30 years, includes case report presentations, 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.

COMPETENCY ASSESSMENTS

All trainees in the Professional and Clinical Psychology programs are required to demonstrate competency in assessment and interventions progressively during training. Professional and Clinical 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 also required to complete competency-based assessments from actual in vivo assessment of interns psychological work. Details are included in individual subject handouts.

PLACEMENTS IN PAID AND/OR PRIVATE PRACTICE SETTINGS

Interns may be eligible to complete up to 250 hours of their practicum hours in a public or private practice setting where they are paid for the services that they provide. This type of placement should be supervised by an eligible 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 Practicum Coordinator and at least one member of the clinical academic staff. In contentious situations, consideration of the placement proposal may be referred for discussion at a Professional Programs Advisory Committee meeting. Interns who want to complete this type of placement should forward a written proposal to the Practicum Coordinator. Interns need to have their own Insurance policy if they are undertaking paid placements.

PLACEMENT AND SUPERVISION GENERAL 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. Interns are reminded that client work continues beyond teaching weeks so that they are required to continue external placements during and between sessions (except during interns’ annual vacation).

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:

c. 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.
d. 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.
e. 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.
f. 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 school counselling 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.

g. The onus is on the intern to arrange for regular contact with the Placement Coordinator to arrange to confer with the Placement supervisor should this seem necessary. However, if the Placement supervisor feels that the placement is not working out or that the intern is in some way unsuited to the placement, immediate contact should be made with the Placement Coordinator.

h. The intern should ensure that supervisors provide Mid-Placement Review and End-Placement Review so that these can be considered along with the reflective journal logs.

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 needs to sign-off the intern’s activities via the onlinePsychology Practicum Logbook. The Placement supervisor may also be asked to peruse and comment upon the log book entries compiled by the intern.

SUPERVISION PROCEDURES

PLACEMENT AGREEMENT

It is widely recognised that completing formal placement agreement 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 agreement on 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 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.

ONLINE PRACTICUM LOGBOOK

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/a primary supervisor on the log book itself.

The University of Wollongong has developed a specialist online practicum logbook for this purpose. Supervisors and interns are each given an account based on their preferred email
address, and then use this resource to log all individual and group supervision, face-to-face client contact, and other placement activities.

**MPP / MPP-SC Log Book** - The online logbook for Professional students can be accessed at: https://ltc.uow.edu.au/ppplogbook/

**MCP/PhD Clin Log Book** - The online logbook for Clinical students can be accessed at: https://ltc.uow.edu.au/cpplogbook/

All interns need to 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 Placement Coordinator will review student log book entries periodically and notify the Intern of any issues. The UOW Placement Coordinator will review the online practicum logbook once per semester (week 14) and will provide a placement progress report for each Intern at the Student Assessment Committee meeting.

**PLACEMENT SUPERVISOR EVALUATION**

Regular formative feedback is central to supervision in 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 mid and end placement. The mid-placement review and end placement review involve discussion or progress leading to competency ratings.

For MCP program this is achieved through the Clinical Psychology Placement Rating System (CYPRS). The mid-placement review (MPR) and end placement review (EPR) is completed online and involves discussion on progress leading to competency ratings (1-5) across 11 domains, and takes 20-40 minutes to complete. Once complete this report is automatically forwarded to the Placement Coordinator for review. The online MPR and EPR can be accessed at https://cyprs.engageable.net/ for the MCP program.

**NORTHFIELDS PLACEMENT CLINIC MEETINGS (MCP)**

In addition to individual supervision from the placement supervisor, fortnightly clinical review meetings are to be attended by all MCP Interns on placement at NFC. These meetings allow interns to develop skills in presenting cases in group settings, access support and ideas from a variety of academic staff, and learn from the clinical work of other interns. Specialist groups are also available focused on specific staff skills. From 2nd Semester interns will attend fortnightly NFC Adult or Child Team clinical review meetings, which continue through to the end of 1st Semester in the second year. Regular attendance and presentation of cases is required for the successful completion of practicum subjects.

**REFLECTIVE SUPERVISION GROUP (MPP AND MPPSP)**

In addition to individual supervision, fortnightly group supervision is provided for all MPP and MPPSP interns. These groups provide a further opportunity for interns to develop their knowledge, skills, reflective practice, and professional issues competencies.
Reflective discussion groups usually occur from Week 2 to Week 13 during Autumn and Spring Sessions and interns are expected to attend each session. The composition of the intern group (usually 4-6 people) and the supervisor remains the same across the fifth year of training.

REFLECTIVE PRACTICE

In line with both APAC and PsyBA 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 both of these is required for the successful completion of practicum.

MANAGING PLACEMENT & PROFESSIONAL COMPETENCE ISSUES

Supervision largely focuses on the ‘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

The University 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

The following 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 Practicum Coordinator and examination committee.

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

1. **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.

2. **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.

3. **Ethical breaches:** The intern breaches codes of ethics and conduct in a significant way.

4. **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’s policies

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

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

In such circumstances, the Practicum Coordinator 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 Placement Coordinator. 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.

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 Placement Coordinator.

A Placement Supervisor or an intern experiencing difficulties in a placement should contact the Placement Coordinator 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.

**REDUCING THE RISK OF PLACEMENT FAILURE**

**Clear supervision agreement**
The placement agreement (see appendices) represents the agreement on 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 behavioural 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 Mid-Placement Review provides an opportunity for 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 Placement Coordinator as soon as possible. An early phone call from either placement supervisor or intern may prevent the development of more serious problems.

**Procedures for failing an intern on placement**
If, at the end of the placement, the Placement Supervisor is considering recommending a Fail, or is undecided, s/he should contact the Placement Coordinator 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 Practicum Coordinator. 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, in consultation with staff involved. University of Wollongong policies and procedures apply.

An interns’ 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 goal, the role and responsibilities of each party and the supervision procedures.

TOPIC 1: SUPERVISION INHERENT REQUIREMENTS

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

For Psychology Interns:
- To be registered with the Psychology Board of Australia (PsyBA) as a provisional psychologist and agree to adhere to requirements and guidelines set out by the PsyBA.
- Adhere to the most recent version of the Australian Psychological Society (APS) Code of Ethics and Ethical Guidelines, as well as Department of Education (DoE) policies and school procedures.

For Supervisors:
- To be a fully registered psychologist with the PsyBA and approved as a PsyBA supervisor.
- Agree to adhere to the PsyBA’s Guidelines for Supervisors.
- In line with the Australian Psychology Accreditation Council (APAC) requirements for placements, supervision occurs at a minimum of 1-hour supervision per 7.5 placement hours for the first 180 hours of placement, which may include telephone or video conferencing. Following that, a minimum of 1-hour supervision per 15 placement hours is required. A minimum of 50% of supervision must be in the form of individual supervision.

TOPIC 2: COMMON GOALS

2. Discuss and establish collaboratively 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

3. 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 logbooks.
- 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 Practicum Coordinator.

Supervisor roles and responsibilities

• Inform the student on the functions of a school psychologist’s role in schools as well as other professional teams they are likely to work with in 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 of the placement) 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 Practicum Coordinator.
• 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 Practicum Coordinator.

TOPIC 4: SUPERVISION PROCEDURES

4. 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 may 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 intern is below levels of expected competency, 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 year 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 1:1 assessment or interventions with clients without being directly observed), within the limit of the intern’s knowledge and 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 supervision agreement*, which includes, but is not limited to:
  a) length of time supervision will be provided,
  b) methods for learning and development,
  c) competency knowledge and skills areas,
  d) intern's goals/tasks and learning trajectory objectives over the course of supervision,
  e) how and when supervisors will observe intern’s work with clients,
  f) monitoring, feedback and evaluation methods used by the supervisor,
  g) frequency of feedback,
  h) roles and responsibilities of both parties,
  i) supervisory functioning and procedures.

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

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 logbooks 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 Co-ordinator 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 co-ordination 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 OH&S concerns (Name: ..............................................................). If matters arise in school, 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 (Name/s: ..............................................................)
d) Conduct orientation for the student about their 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 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 University 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 University Placement Coordinator.

3. STUDENT RESPONSIBILITIES

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

a) Register 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 Co-ordinator within 2 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 Supervisors' (either on-site or UOW supervisors') 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 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. SIGNATURES

UOW PLACEMENT COORDINATOR

Name:

Signature_________________________ Date:

PLACEMENT ON-SITE SUPERVISOR

Organisation:

Name:

Signature_________________________ Date:

PLACEMENT STUDENT

Name:

Signature_________________________ Date:

WORKPLACE PLACEMENT COORDINATOR (IF RELEVANT)

Name:

Signature_________________________ Date:
Student and Supervisor Placement Agreement

Intern Name: __________________________________________

Placement Organisation: __________________________________________

Supervisor/s Name: __________________________________________

Start Date: ________ Mid placement review: ________ End Date: ________

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

This agreement helps establish goals across competency domains for psychology training. These are the domains that will be evaluated at Mid and End Placement Reviews.

INDUCTION TO PLACEMENT:
- 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 __________________________________________

GOAL SETTING:
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 I know I’d got there? (measurable)

POTENTIAL 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.

**METHODS OF EVALUATION:**

Regular formative feedback will be provided in supervision sessions and via monitoring of the online logbook. A formal evaluation will be conducted at mid-placement and at the end-placement. These formal evaluations may be delayed to provide an opportunity to further develop specific areas or skills. Please see below for further details of each stakeholder's responsibilities and procedures for managing disputes or difficulties. Interns complete an anonymous evaluation of the placement including the supervision process at the completion of the placement.

**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, 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.
### Placement Goals

#### 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.

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<th>Beginner</th>
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<th>Moderate</th>
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#### 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.

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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.

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).
**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.

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**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.

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## 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).

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## PRACTICE ACROSS THE LIFESPAN

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

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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.