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Professional and Clinical Psychology

Training Guidebook 2025

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MASTER OF PROFESSIONAL PSYCHOLOGY

MASTER OF PROFESSIONAL PSYCHOLOGY (SCHOOL PSYCHOLOGY)

MASTER OF PSYCHOLOGY (CLINICAL)

DOCTOR OF PHILOSOPHY (CLINICAL PSYCHOLOGY)

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

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

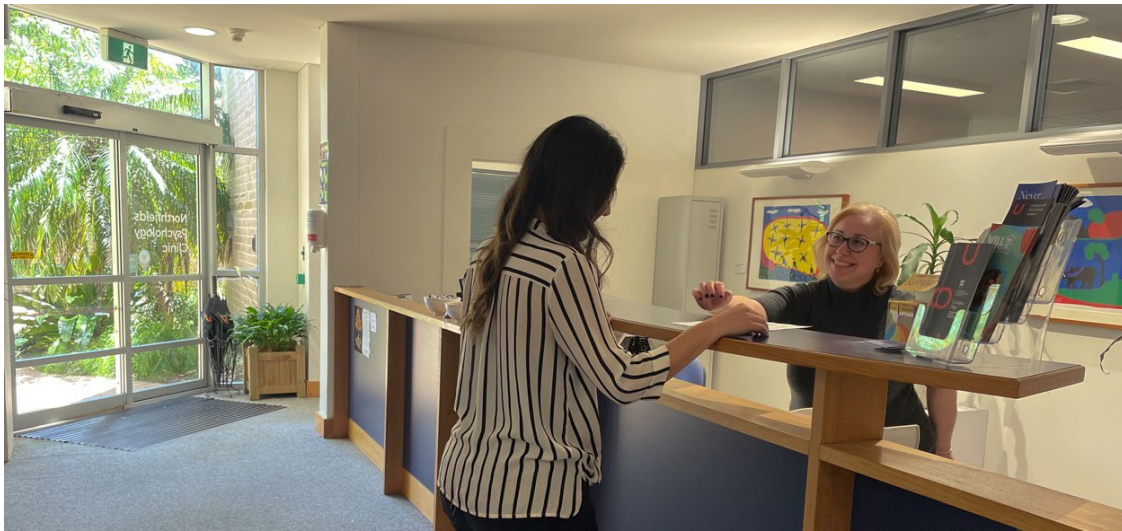
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Version 1 (January 2025)





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



Northfields Psychology Clinic



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ABOUT THIS GUIDEBOOK

This guidebook provides an overview of the philosophy, aims, structure, and practicum requirements of the Professional and Clinical Psychology Programs at the University of Wollongong Australia. All programs articulate and integrate, ensuring a common high standard of competence is achieved by graduates from all programs: Master of Professional Psychology (MPP), Master of Professional Psychology (School Psychology) (MPP-SP), Master of Psychology (Clinical) (MCP) and PhD (Clinical Psychology) (PhD Clin).

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

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

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

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

HOW TO APPLY

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

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

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



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STUDENT ENQUIRIES

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

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

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



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KEY CONTACTS

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TRAINING TEAM

Ms Johanna Allsopp is a clinical psychologist who has worked across NSW Health and NGO sectors, including headspace, Grand Pacific Health, out of home care services, and diagnostic assessment services, with a particular focus on working with children, youth and their families. Johanna has over 10 years' experience supervising trainees, psychologists and other allied health professionals and managing multi-disciplinary teams. She primarily draws from acceptance and commitment therapy, cognitive behavioural therapy, schema therapy, narrative therapy and attachment theory in her work.

Professor Vida Bliokas returned to academic work following 30 years working in clinical psychology practice and holding various senior leadership roles, such as NSW Health 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. She is the immediate past President of the Australian Clinical Psychology Association.

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

Ms Christine Carey is a clinical psychologist with a passion for working with families, and has worked across NGO, health, school and private settings for more than 10 years. Christine has lead teams working in perinatal mental health, attachment trauma, suicide prevention and rural mental health. She uses systemic and attachment-based approaches, as well as ACT/CBT/Schema. She is involved in local networks that focus on improving community health and wellbeing.

Dr Kate Croaker is a senior clinical neuropsychologist and has worked for over 10 years in the areas of rehabilitation, medical, and aged care psychology in NSW Health. She has conducted research in the areas of chronic mental health and dual diagnosis drug abuse. Kate's research interests include neuropsychological functioning in Functional Neurological Disorders (FND), and improving the cognitive assessment and therapy of neurodivergent people.

Dr Tayla Degan is a clinical psychologist and academic. She has worked in Corrective Services NSW, youth and adolescent mental health, and private practice. She co-developed the 'Doing ADHD Differently' group program for adults, which she delivers in the community. Her therapeutic approaches include cognitive behavioural therapy, acceptance and commitment therapy, dialectical behavioural therapy, and schema therapy. Her research interests include mental health and substance use treatment, health literacy, loneliness, and alcohol use among women.

Professor Marc de Rosnay Marc is Professor of Child Development in the School of Psychology and Early Start at the University of Wollongong. He leads transformational early childhood initiatives involving the University and community, with the goal of improving developmental, educational, and social opportunities for vulnerable children in regional and remote contexts. His research expertise includes the ways in which children become socially and emotionally competent.



Senior Professor Brin Grenyer is a practicing clinical counselling and health psychologist. He is a recipient of the College of Clinical Psychologists Ian M Campbell Memorial Prize for scientific and professional contribution to clinical psychology. He was awarded the Medal of the Order of Australia (OAM) for service to psychology in 2021. He currently directs the Project Air Strategy for Personality Disorders.

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

Associate Professor Briony Larance is a health psychology academic with over 20 years' experience working in alcohol and other drugs. She is interested in health behaviour change, comorbidity and psychopharmacology. Her research intersects clinical and health psychology, psychiatry, pain and substance use disorders.

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.

Associate Professor 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 close to 20 years' experience working with young people and their support networks experiencing psychotic and other severe crises. Anna has worked in outpatient services such as the Child and Adolescent Mental Health Service (ISLHD, SESAHS), and Inpatient services such as the Walker Unit and USpace Inpatient facility. She has a keen interest in systemic and constructivist therapies including Narrative Therapy and Open Dialogue alongside co-production research which privileges the voice of lived experience.

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

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



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THIRD PARTY INFORMATION SHARING

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

All Students:

Psychology Board of Australia

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

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

NSW Health – ClinConnect

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

Master of Professional Psychology (School Psychology):

NSW Department of Education

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

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

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



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FACULTY VALUES

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

Vision

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

Mission

The Faculty of Arts, Social Sciences and Humanities is a social catalyst. We bring about change through high quality and high impact research and teaching, facilitating public debate on major social issues and through deep engagement with our communities.

Statement of Purpose

The Faculty brings people and place to life and from that our desire to think, examine, express and create, to act collectively for positive social change. Our purpose is to provide the foundation and inspiration for living and to work towards a better life for everyone, particularly those who are most vulnerable in society. We promote ways in which people can live meaningful, healthy, secure, and sustainable lives as well as improving our understanding of human thought, culture, and art, to advance an inquisitive, harmonious, and equitable society. We empower individuals with knowledge and skills like creative problem-solving, analytical thinking, communication, and practical expertise 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.



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

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

As educators we will provide:

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

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

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



LIVING OUR VALUES

Fairness & Equity

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

Transparency

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

Enjoyment

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

Ethics and Professionalism

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

Excellence

We strive for excellence in all our professional activities. Where appropriate we compare, contrast, challenge, evaluate and alter what we do 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.



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PHILOSOPHY OF THE WOLLONGONG PROFESSIONAL AND CLINICAL PSYCHOLOGY PROGRAMS

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

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

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



HISTORY OF THE WOLLONGONG PROFESSIONAL AND CLINICAL PROGRAMS

Applied professional and clinical psychology postgraduate training commenced at the University of Wollongong in 1980 under the direction of Professor Linda Viney. Since then, clinical training has been offered continuously within the School of Psychology, making this one of the oldest training programs in Australia. Directors of training have been Linda Viney (1980-1996), Craig Gonsalvez (1996-1998, 2001-2004, 2008-2010, 2013) Frank Deane (1998-2000, 2011-2012), Brin Grenyer (2005-2007, 2016-2020), Hamish McLeod (2011), Mitchell Byrne (2013-2016), and Vida Bliokas (2021- current).

The University of Wollongong is widely recognised for its innovation. It was one of the first universities to offer a PhD degree in Clinical Psychology, commencing in 1990, and one of the first to offer a Doctorate in Clinical Psychology, commencing in 1996. It was also one of the first two programs in Australia to offer an innovative 5+1 Master of Professional Psychology degree, commencing in 2012, with Trevor Crowe as the inaugural coordinator (2011-2016). In 2019 it commenced the first Master of Professional Psychology in School Psychology in partnership with the NSW Department of Education.

Northfields Psychology Clinic at the University of Wollongong is the third oldest clinic of its kind in Australia. At the time it was founded in 1981, only the University of Sydney and the University of Western Australia had such clinics. Northfields Psychology Clinic is widely regarded by as one of the best training clinics in Australia. The clinic provides low-cost, high quality psychological treatment and assessment services to the community, treating children, adolescents, and adults for a range of issues including anxiety, depression, emotional or behavioural difficulties, personality disorders, adjustment issues, and difficulties with interpersonal relationships. Group programs and cognitive assessments are key components of care provided at Northfields.

Managers of Northfields Psychology Clinic have been John DeWet (1981-1998), John Freestone (1999-2003), Chris Allan (2004-2015), Mark Donovan (2015-2021) and Christine Carey (2022-current). Over 500 psychology interns have graduated from the Clinic over the past 40 years as Psychologists and Clinical Psychologists with Masters, Doctorate and PhD degrees and are now vital for serving the mental health of the community. Over 10,000 individual clients have benefited from the services offered at Northfields, and as such it has touched the lives of many more – including family and friends. The clinic has also facilitated many successful clinical research projects contributing to new knowledge in the field. In 2018, the clinic expanded to become two facilities – the original adult clinic in Building 22, and the child and adolescent clinic in the Early Start building.

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



STUDENT PRIZES: APS COLLEGE OF CLINICAL PSYCHOLOGISTS PRIZE

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

Past winners:

- 2009 Danielle Ciaglia
- 2010 Benjamin Wilkes
- 2011 Phoebe Carter
- 2012 Geoff Lyons
- 2013 Marianne Bourke
- 2014 Rachel Bailey
- 2015 Elizabeth Cridland
- 2016 Esther Davis
- 2017 Ely Marceau
- 2018 Carol Keane
- 2019 Johanna Meyer
- 2020 Isabella Ingram
- 2021 Nicholas Day
- 2022 Tayla Degan
- 2023 Atanas Janackovski



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FREESTONE CLINICAL PSYCHOLOGY AWARD

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

Conditions of the award:

The Professional Programs Advisory Committee of the School of Psychology, University of Wollongong comprising clinical and professional psychology staff, Head of School, and field supervisor representatives will nominate one recipient per year at the end of year examination committee meeting. All students enrolled in the University of Wollongong Clinical Psychology Program (MCP, PhD Clin) in the current year will be eligible and are automatically considered for the award. No clinical student may win the award more than once.

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

Past winners:

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



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VINEY PROFESSIONAL PSYCHOLOGY AWARD

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

Conditions of the award:

The Professional Programs Advisory Committee of the School of Psychology, University of Wollongong comprising professional psychology staff, Head of School, and field supervisor representatives will nominate one recipient per year at the end of year examination committee meeting. The recommendation will be to the Head of School. All students enrolled in the University of Wollongong Master of Professional Psychology Programs (MPP) in the current or previous year will be eligible and are automatically considered for the award. No student may win the award more than once.

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

Past winners:

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



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VERCO SCHOOL PSYCHOLOGY AWARD

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

Conditions of the award:

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

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

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

Past winners:

2019	Ruslan Epoff
2020	Nathan Paff
2021	Katharine Braunstein and Emma Woods
2022	Hamish James
2023	Karly Weber



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Part A

Program Structure, Management & Resources

THE PROGRAMS

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

- Master of Professional Psychology: 1 year full-time
- Master of Professional Psychology (School Psychology): 1 year full-time
- Master of Psychology (Clinical): 2 years full-time
- Doctor of Philosophy (Clinical Psychology): 4 years full-time

Master of Professional Psychology

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

Master of Professional Psychology (School Psychology)

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

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

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

The Master of Psychology (Clinical) involves four semesters of full-time study or their equivalent part-time.



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The Doctor of Philosophy (Clinical Psychology) is a research degree that requires the completion of an original clinical research thesis. The PhD (Clinical Psychology) degree may suit those seeking an academic, research or senior leadership role in clinical psychology. The program will normally involve eight academic semesters of full-time study. The research component will be written up as a thesis and constitutes approximately two-thirds of the program. The program requires successful completion of a total of 192 credit points (60 credit points of coursework subjects; 132 credit points of independent but supervised research). Coursework will be graded in the same manner as coursework completed by candidates for the degree of Master of Psychology (Clinical). The awarding of the degree of Doctor of Philosophy is governed by the University Rules for the award of Doctoral degrees (for more information see <https://policies.uow.edu.au/document/view-current.php?id=3>).

ADMISSION REQUIREMENTS

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

Master of Professional Psychology

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

Master of Professional Psychology (School Psychology)

Students accepted into the Master of Professional Psychology (School Psychology) course must have successfully completed a four year, or three year plus a fourth year, APAC-accredited sequence in psychology within the previous 10 years, and be eligible for registration with the Psychology Board of Australia as a provisional psychologist. Places in this course are limited and will be based on academic merit and personal suitability (personal statement, previous experience, two referees reports, performance at a selection interview with UOW and performance at a selection interview with NSW Department of Education). This specialisation is only available to students who hold a graduate scholarship offered by the NSW Department of Education.

Master of Psychology (Clinical)

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

Doctor of Philosophy (Clinical Psychology)

This is available to exceptional students, and is particularly suitable for students with PhD scholarships. To qualify for entry candidates must have an Honours Bachelor Degree of at least Class II, Division 1 standard or its equivalent in Psychology. Applicants must submit a PhD research proposal and have identified their research supervision team.



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CHANGE OF PROGRAMS

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

MPP to MCP

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 each year. Applicants shortlisted will undergo the usual selection interview and will be required to provide a personal statement and referees reports with their application. Several high performing students have successfully applied in the past and obtained specified credit for subjects undertaken during the Master of Professional Psychology degree. Students intending to apply for the MCP are encouraged to discuss their enrolment with course mentor (Emanuela Brusadelli) as this may require an extended candidacy.

MCP to PhD (Clinical Psychology)

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

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

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



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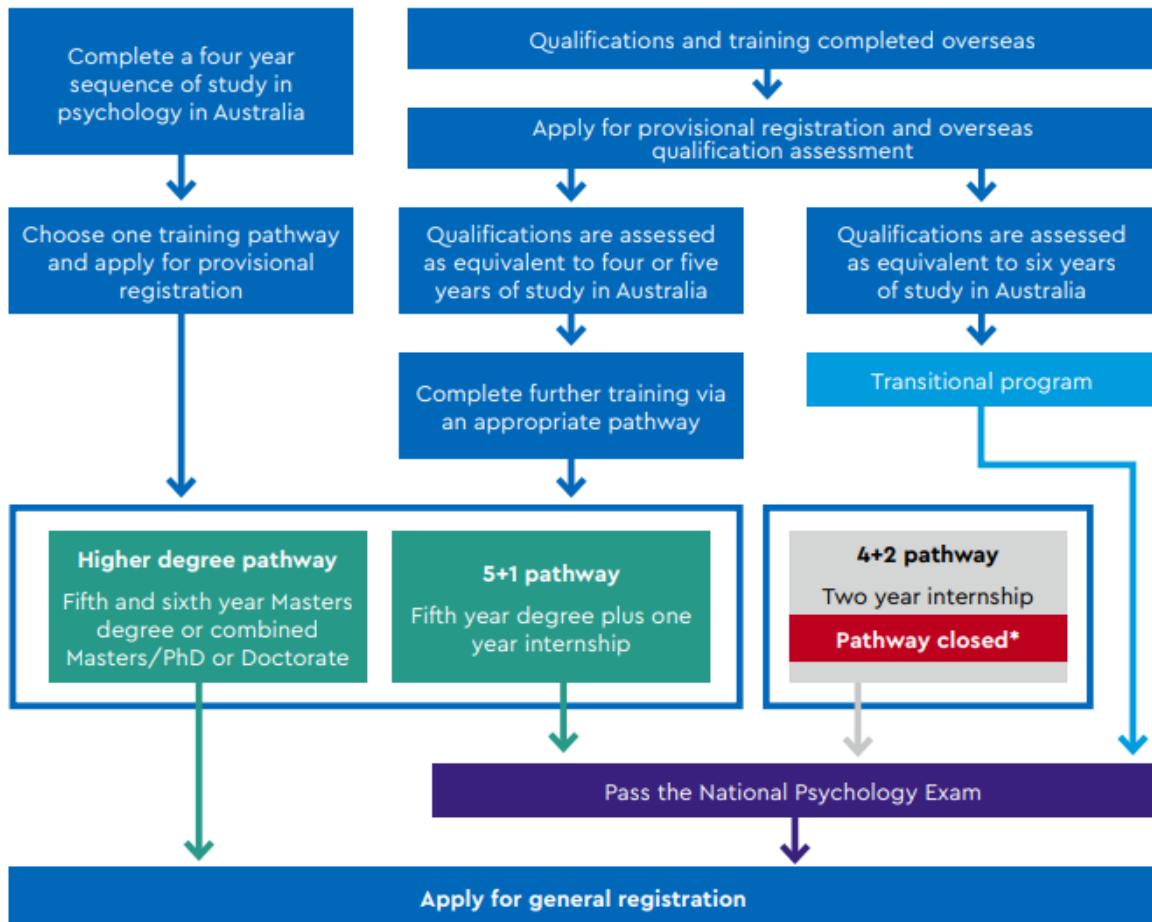
COMPLETION OF COURSE AND AHPRA REGISTRATION

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



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All pathways to general registration



PSYCHOLOGY BOARD OF AUSTRALIA REGISTRATION FOR PHD STUDENTS

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

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

This policy states:

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

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

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

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

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

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

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



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using the established selection procedures and will be ranked alongside all other applicants presenting for entry that year. Applicants whose previous incomplete training commenced over 5 years ago will generally be considered for entry into year 1, semester 1. Applicants whose previous incomplete training is more recent may have some advanced standing granted on a case-by-case basis depending on recency of enrolment and evidence of ongoing supervised practical experience in psychology. Students who commenced their training over 5 years ago and who have been granted leave of absence may be required to do additional coursework or practicum to ensure that their training is current and that they satisfy current requirements for the degree.

COURSE STRUCTURE AND COMPETENCIES

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

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



MASTER OF PROFESSIONAL PSYCHOLOGY

Testamur Title of Degree: Master of Professional Psychology

Abbreviation: MProfPsyc

UoW course code: 442

Total credit points: 48

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

Overview

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

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

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

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

Competencies

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

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



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- Demonstrate respect for the skills and contribution of other professionals.
- Work effectively with a range of professional and support staff in the workplace and communicate and collaborate effectively, within the bounds of ethical and legal requirements.
- Operate within the boundaries of their professional competence, consult with peers or other relevant sources where appropriate, and refer on to relevant other practitioners where appropriate.
- Rigorously apply professional practice policies and procedures, including as they relate to referral management and record-keeping, across a range of workplace settings and with recognition of different organisational cultures and practices.
- Engage in self-reflective professional practice, taking account of the impact of their own values and beliefs, and taking appropriate actions as a result.
- Evaluate the effectiveness of their professional practice, identifying areas for improvement and implementing changes where needed.
- Critically evaluate contemporary scientific literature to inform practice.
- Investigate a substantive individual research question relevant to the discipline of psychology.

Course Structure

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

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

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

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

PSYP934 Psychotherapy B (6cp)
 PSYP942 Research B (6cp)
 PSYP935 Applied Interventions (6cp)

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

PSYP923 Practicum* (12cp)

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



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MASTER OF PROFESSIONAL PSYCHOLOGY (SCHOOL PSYCHOLOGY)

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

Overview

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

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

Seminar presentations offer a chance to test growing clinical expertise with peers and provide exposure to alternative cases and methods of practice. Supervised practicum placements in NSW schools run alongside this coursework, giving the opportunity to apply knowledge and skills in real world cases.

Research subjects and external practicum ensure learning outcomes of the course are to a professionally acceptable level and meet the core professional attributes and capabilities 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 as well as two 1-week intensive face-to-face teaching blocks on the Wollongong UOW campus. This specialisation is only available to students who have been successful in securing a graduate scholarship offered by the NSW Department of Education. Students will learn and develop the foundation competencies for general registration as a psychologist, with a focus on school psychology in context, through supervised practicum in NSW schools, research, reflective practice and applied interventions.

Competencies

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

Course Structure

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

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

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



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

PSYP934 Psychotherapy B (6cp)

PSYP942 Research B (6cp)

PSYP943 School Psychology in Context (Applied Interventions) (6cp)

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

PSYP923 Practicum (12cp)

MASTER OF PSYCHOLOGY (CLINICAL)

Testamur Title of Degree: Master of Psychology (Clinical)

Abbreviation: MPsych(Clin)

UOW Course Code: 599 CRICOS Code: 027467J

Total credit points: 96

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

Overview

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

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

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

Supervised clinical placements to a minimum of 1000 hours run alongside this coursework, giving an opportunity to apply knowledge and skills in real-world cases. In addition, students are required to complete a significant research paper to a publishable standard, based on a clinical research project conducted under supervision of University staff. Students are provided formative assessments that lead them through the processes of conducting ethical and scientific research with appropriate analytical frameworks and statistical tools. They complete reflective exercises, provide reports, develop a research proposal and literature review prior to completion of a thesis. The capstone research project and external practicum ensure learning outcomes of the course are met to a professionally acceptable level and meet the core professional attributes and capabilities outlined in the APAC accreditation standards.

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



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Competencies

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

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

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

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

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

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

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



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Course Structure

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

Year 1 - 48 credit points

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

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

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

PSYP934 Psychotherapy B (6cp)
PSYP935 Applied Interventions (6cp)
PSYP942 Research B (6cp)

Semesters 1 and 2 (Annual) 6cp per semester

PSYP923 Practicum (12cp)

Year 2 - 48 credit points

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

PSYP916 Clinical Assessment and Interventions A (6cp)
PSYP945 Research Project A (12cp)*

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

PSYP913 Clinical Assessment and Interventions B (6cp)
PSYP946 Research Project B (12cp)*

Semesters 1 and 2 (Annual) 6cp per semester

PSYP924 Advanced Practicum (12cp)

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

DOCTOR OF PHILOSOPHY (CLINICAL PSYCHOLOGY)

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

Abbreviation: PhD(ClinPsyc)

UOW Course Code: 209 CRICOS Code: 003002G

Total credit points: 192

Duration: 4 years full-time

Overview

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



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clinical psychology.

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

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

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

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

Competencies

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

Course structure

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

Year 1* - 48 credit points

Semester 1 (Autumn) 24cp

THES924 Thesis (24cp)

Semester 2 (Spring) 24cp

THES924 Thesis (24cp)

Year 2 - 48 credit points



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Semester 1 (Autumn) 24cp

PSYP911 Assessment (6cp)
PSYP932 Psychotherapy A (6cp)
THE912 Thesis (12 cp)

Semester 2 (Spring) 24cp

PSYP934 Psychotherapy B (6cp)
PSYP935 Applied Interventions (6cp)
THE912 Thesis (12cp)

Year 3 - 48 credit points

Semester 1 (Autumn) 24cp

PSYP916 Clinical Assessment and Interventions A (6cp)
THES912 Thesis (12cp)

Semester 2 (Spring) 24cp

PSYP913 Clinical Assessment and Interventions B (6cp)
THES912 Thesis (12cp)

Annual

PSYP923 Practicum (12cp)

Year 4 – 48 credit points

Semester 1 (Autumn) 24cp

THES918 Thesis (18cp)

Semester 2 (Spring) 24cp

THES918 Thesis (18cp)

Annual

PSYP924 Advanced Practicum (12cp)

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



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PROFESSIONAL PROGRAMS ADVISORY COMMITTEE TERMS OF REFERENCE

Responsibilities

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

Membership

This Committee is chaired by the Director of the Professional and Clinical Psychology Programs, and consists of:

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

Quorum

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

Committee Procedures

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

Meeting Frequency

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

Reporting

The Committee provides regular reports to the School of Psychology.



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PROFESSIONAL AND CLINICAL PSYCHOLOGY PROGRAMS EXTERNAL ADVISORY COMMITTEE

TERMS OF REFERENCE

Responsibilities

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

Membership

This Committee is chaired by the Director of the Professional and Clinical Psychology Programs and consists of at least six representatives from relevant external organisations, including from Health, Education, Community services and the non-government sector; four Student representatives - one each from the Professional, Clinical year 1, year 2 and Doctoral year; one external academic/professional leader; the Northfields Psychology Clinic Manager and other field placement coordinators and supervision staff; all academic staff teaching in the Professional and Clinical Psychology Programs; and the Head of School.

Quorum

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

Meeting Frequency

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



RESPONSIBILITIES, RULES, AND GRIEVANCE MECHANISMS

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

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

Professional and clinical psychology work is by its nature stressful, and the University recognises that students may need special consideration in progressing through their program. It is important to seek the advice of staff in these cases. There are Student Accessibility and Inclusion services and a host of other **supports available**: <https://www.uow.edu.au/student/support-services/>

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

Mutual respect and 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 timekeeping**, that is, adhering to agreed teaching, supervision and client session appointment times, is required. No research meetings are to be scheduled during class time.

All professional staff and students involved in the professional programs are expected to adhere strictly to the standards of **ethical behaviour** published by the respective Boards and Professional groups to which they belong. This applies to professional-client and staff-student interactions as well as to interactions between professionals both on campus and during placements. With the increasing use of off-campus learning methods, these standards apply during all interactions, whether face-to-face or online. It is expected that students maintain professional standards and client confidentiality at all times by ensuring that any off-campus and online meetings or interactions occur in appropriate settings that maintain professional conduct and privacy. Unethical conduct is treated with the seriousness it deserves, and if the breaches are grave, students may be reported to the Psychology Board of Australia or other appropriate bodies for further action. Students may also be asked to repeat subjects/placements or to defer or discontinue the course if these violations are serious enough to merit such action. Copies of the codes of conduct, published by the Australian Psychological Society and the Psychology Board of Australia, are available at the Northfields Psychology Clinic and online at the relevant organisation's website.

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



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

Students with a **grievance** have recourse to a chain of appeal that begins with the person(s) directly involved, and progresses to the subject coordinator, the Director of Professional and Clinical Psychology Programs, and the Head of School. Students with a grievance about a mark assigned to them should speak first to the marker responsible and, if the issue remains unresolved, to the subject coordinator. If appropriate, differences may be resolved by appointing a second marker to re-assess the piece of work or otherwise resolved according to the University rules.

Attendance at scheduled classes, supervision and practica is compulsory as described in course and subject outlines. For off-campus learning, Master of Professional Psychology (School Psychology) students are required to complete skills and activities assigned to each subject. Extended absences will require academic consideration applied for through SOLS, and documentation must be provided. Non-attendance at class for more than two weeks in any subject will be brought to the attention of the Director of Professional and Clinical Psychology Programs.

Non-attendance at scheduled classes or non-completion of planned off-campus activities will typically require the completion of alternative academic work to ensure that acquisition of the relevant competencies is achieved. Attendance is compulsory at all case conference and associated workshop activities across the academic year and records will be kept in order to credit supervision hours for this time.

Students should be aware that poor performance or **unsatisfactory progress on practica** (fail or borderline grade) may necessitate the repeat of the practica. This will entail the withholding of the subject grade for the subject. If the student fails the practicum after repeating, 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.

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



INHERENT REQUIREMENTS FOR PROFESSIONAL AND CLINICAL PSYCHOLOGY TRAINING

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

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

Students are required to undertake placement activities in mixed gender environments which reflect the Australian health care context. Successfully completing the course enables you to apply for registration as a registered psychologist with the Psychology Board of Australia. The inherent requirements outlined below provide a guide for students and staff when deciding whether you are able to meet these requirements and the type of reasonable adjustments that could be put in place to allow you to complete the course without compromising the academic integrity of the course.

How to read the inherent requirement statements:

- If you are intending to enroll in a Professional or Clinical Psychology program, or are currently undertaking such a program, you should look at these inherent requirement statements and think about whether you may experience challenges in meeting these requirements.
- If you think you may experience challenges related to your disability, chronic health condition or any other reason, you should discuss your concerns with a campus Student Support Advisor. These staff can work collaboratively with you to determine reasonable adjustments to assist you to meet the inherent requirements.
- The School of Psychology at the University of Wollongong is committed to making reasonable adjustments to teaching and learning, assessment, clinical practice and other activities to address the impact of students' disabilities so that they are able to participate in their course. In the case where it is determined that inherent requirements cannot be met with reasonable adjustments, the University staff can provide guidance regarding other study options.
- Should you become aware during candidacy of any issues that may impact your ability to practice in relation to these inherent requirements, you must inform program staff as soon as practicable and no later than 7 days.

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



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

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

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

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

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

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



ETHICAL BEHAVIOUR

Level	Inherent requirement statements
1	Psychology is a profession governed by the codes, guidelines and policies of the Psychology Board of Australia where psychologists are both accountable and responsible for ensuring professional behaviour in all contexts. Students should demonstrate knowledge and engage in ethical behaviour in practice.
2	Student demonstrates knowledge of, and engages in ethical behaviour in practice.
3	Justification of inherent requirement: Compliance with the codes, guidelines and policies facilitates safe, competent interactions and relationships for students and/or the people they engage with. This ensures the physical, psychological, emotional and spiritual wellbeing of the individual is not placed at risk.
4	Adjustments must not compromise the codes, guidelines and policies of the Psychology Board of Australia or result in unethical behaviour.
5	Exemplars: » Complying with conduct required to maintain provisional registration as a psychologist.

BEHAVIOURAL STABILITY

Level	Inherent requirement statements
1	Behavioural stability is required to function and adapt effectively and sensitively in a demanding role.
2	Student demonstrates behavioural stability to work constructively in a diverse and changing academic and clinical environment, which may at times be challenging and unpredictable.
3	Justification of inherent requirement: Behavioural stability is required to work individually and in teams in diverse and changing environments. Students will be exposed to situations which are challenging and unpredictable and will be required to have the behavioural stability to manage these objectively and professionally.
4	Adjustments must support stable, effective and professional behaviour in both academic and clinical settings.
5	Exemplars: » Being receptive and responding appropriately to constructive feedback. » Managing own emotional state in order to be able to develop and maintain an appropriate relationship with a diverse range of clients.

LEGAL

Level	Inherent requirement statements
1	Psychology practice is mandated by specific legislation to enable the safe delivery of care.
2	Student demonstrates knowledge and compliance with relevant laws and professional regulations.
3	Justification of inherent requirement: » Knowledge, understanding and compliance with legislative and regulatory requirements are necessary pre-requisites to placements in order to reduce the risk of harm to self and others. » Compliance with these regulations and the law ensures that students are both



	responsible and accountable for their practice.
4	Adjustments must be consistent with legal and regulatory requirements.
5	Exemplars: » Complying with legal requirements regarding all aspects of practice. » Complying with the requirement for provisional registration with the Psychology Board of Australia.

COMMUNICATION

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

Verbal

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

Non-verbal

Level	Inherent requirement statements
1	Effective non-verbal communication is fundamental to psychology and needs to be respectful, clear, attentive, empathic, honest, and non-judgmental.
2	Student demonstrates: » The capacity to recognise, interpret and respond appropriately to behavioural cues. » Consistent and appropriate awareness of own behaviours. » Sensitivity to individual and cultural differences.
3	Justification of inherent requirement: » The ability to observe and understand non-verbal cues assists with building rapport with people and gaining their trust and respect in academic and professional relationships. » Displaying consistent and appropriate facial expressions, eye contact, being mindful of space, time boundaries and body movements and gestures promotes trust in academic and professional relationships. » Being sensitive to individual and cultural differences demonstrates respect and empathy and permits the development of trusting relationships required to work with clients during placements. » The ability to observe and understand non-verbal cues is essential for safe and



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	effective observation of clients' symptoms and reactions as part of their assessment and treatment.
4	Adjustments for non-verbal communication impairments must enable the recognition, interpretation, and appropriate response to non-verbal cues as well as initiation of effective non-verbal communication in a timely and appropriate manner.
5	Exemplars: » Recognising and responding to non-verbal cues indicating a change in the emotional state of a client during placements. » Recognising and responding to non-verbal cues in classroom situations.

Written

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



COGNITION

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

Knowledge and cognitive skills

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

Literacy (language)

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



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Numeracy

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

RELATIONAL SKILLS

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



REFLECTIVE SKILLS

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

SUSTAINABLE PERFORMANCE

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



FACILITIES

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

NORTHFIELDS PSYCHOLOGY CLINIC & NORTHFIELDS PSYCHOLOGY CLINIC @ EARLY START

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

UNIVERSITY COMPUTING FACILITIES

The University has a large number of open computer labs for student use in the IT Resource Centre. Upon enrolment, all students will obtain a UOW student user account to give them access to electronic email and www access. Wi-fi is available across the whole campus. For computer support please contact ITS support staff (contact x3000) or visit <https://www.uow.edu.au/its/support/>. Note that any practicum related work should be undertaken on site at practicum for privacy and confidentiality of client information.

STUDENT EMAIL LIST

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

Students in Professional and Clinical Psychology Programs are automatically added to group student email lists for the distribution of important professional and clinical information.

SCHOOL OF PSYCHOLOGY WEB SITE

The School of Psychology has a web site which is regularly updated with announcements and information. It is wise to check this on a regular basis:

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

eLEARNING

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

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

IT SUPPORT

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

PHOTOCOPIER and PRINTER

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



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UNIVERSITY LIBRARY

The UOW library offers many services to students, including e-books for subject and recommended readings. Distance students also benefit from a number of services including reciprocal borrowing arrangements with other libraries across Australia and off-shore services for those outside Australia. There are research librarians who can assist with searches and finding relevant information for specific projects. Information about library services is available here: <http://www.library.uow.edu.au/students/index.html>

The university library has access to books, journals, videos, off-campus resources and an archive of rare or old printed or digitised resources. Postgraduate students have access to vast holdings of professional psychology and biomedical journals in full text. Most resources can be accessed remotely from any internet connected device.

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

PSYCHOLOGY TEST LIBRARY

The test library is located in Building 22 Northfields Psychology Clinic, Room G16a, and is open Monday to Friday. Borrowing times vary depending on the nature of the materials and special circumstances. The test library catalogue is available through the School of Psychology website. <https://www.uow.edu.au/the-arts-social-sciences-humanities/current-students/testlibrary/>

Borrowing Tests

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

Test Forms

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

Returning Resources

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

Emailing

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



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Part B Research

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

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

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

GUIDELINES FOR RESEARCH PROJECTS

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

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

Assessments

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

Research competencies

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

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

Examination of research projects

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



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GUIDELINES FOR CLINICAL RESEARCH PROJECTS

MASTER OF PSYCHOLOGY (CLINICAL)

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. 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

The research project takes the form of a Practitioner Review and an article suitable for submission to a peer-reviewed international scientific journal. Full guidelines regarding the required standards and the marking process will be provided by the research subject coordinator. As students have completed a major research project previously at the 4th year, they should be demonstrating a greater level of independence, and the research should reflect the applied nature of the qualification.

Research competencies

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

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

Research scope and outcomes

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

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

Research Design

Acceptable designs include:

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

Research Data

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



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RESEARCH SUPERVISION

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

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

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

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

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

RESEARCH WEEK POSTERS AND PRESENTATIONS

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

EXAMINATION OF DOCTORAL THESES

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

EXAMINATION OF MASTER OF PSYCHOLOGY THESES

Master of Psychology (Clinical) Research Projects are submitted at the end of Session 2 of the second year of training (see Subject Outline for details of the submission requirements). These will be marked by an independent internal examiner (not the supervisor) and the Subject Coordinator for the research subject. After reading the thesis independently the examiners will then meet to agree on a mark. If substantial disagreement occurs, a third examiner will be nominated, and the conflict resolved by consensus of opinion or by averaging the closest marks. The research is required to meet a high minimum standard in order to be passed. Full guidelines regarding the required standards and the marking process will be provided by the research subject coordinator at the commencement of each academic year.

RESEARCH OPPORTUNITIES

The University has a number of research partners and strategies. University of Wollongong is a



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research-intensive university among the top 1% in the World, with an outstanding reputation for its learning environments across a broad range of disciplines. Further information about research at the University of Wollongong is here: <https://www.uow.edu.au/research-and-innovation/>

RESEARCH ETHICS

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



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Part C Practica

PLACEMENT AND SUPERVISION GUIDELINES FOR INTERNS AND SUPERVISORS

These guidelines aim to provide key information for students and supervisors supporting the successful implementation of the practicum placement. This is a central part of the training programs and contributes significantly to the assessment which leads to the award of the degree. Professional and Clinical Psychology training represents an on-going collaboration between the University of Wollongong and Psychology Board of Australia approved psychology supervisors throughout the community. Students are based in all areas of the Illawarra, Sydney and broader NSW, and this is reflected in the geographical locations of placement supervisors. While proximity of placement to where the student lives is taken into consideration, students need to be prepared to travel for placement experiences.

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

QUALIFICATION OF SUPERVISORS

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



SONIA PLACEMENT SOFTWARE

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

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



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PRE-PLACEMENT CHECKS AND REQUIREMENTS

Students must meet pre-placement requirements prior to commencing placement activities, as outlined for each course below. Evidence is submitted by students via their SONIA profile and must be verified before placement can commence.

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

Students must have valid and current evidence of:

- Psychology Board of Australia registration
- Working with Children Check
- Police Check
- Annual Flu vaccination (not due until after vaccine is released in March each year)
- Acknowledgement of Code of Practice - Work Integrated Learning (Professional Experience)
- Acknowledgement of Professional and Clinical Psychology Training Guidebook
- Pre-Placement NSW Health Student Compliance Verification Process (Master of Professional Psychology students only need to complete this if they are attending a NSW health placement)

Master of Professional Psychology (School Psychology):

Students must have valid and current evidence of:

- Psychology Board of Australia registration
- Acknowledgement of Code of Practice - Work Integrated Learning (Professional Experience)
- Acknowledgement of Professional and Clinical Psychology Training Guidebook

In addition, the NSW Department of Education requires Master of Professional Psychology (School Psychology) students to provide background checks and vaccination evidence and will communicate directly with students regarding this.

PSYCHOLOGY BOARD OF AUSTRALIA REGISTRATION

All students must have full or provisional registration as a psychologist with the Psychology Board of Australia at the commencement of the course and remain registered throughout enrolment (including when undertaking research subjects or external placements).
<https://www.psychologyboard.gov.au>

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

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

CODE OF PRACTICE - WORK INTEGRATED LEARNING (PROFESSIONAL EXPERIENCE)

The [UOW Work Integrated Learning Code of Practice Policy](#) outlines the responsibilities of the student, the University and host organisations in undertaking professional experience placements.

Students are required to read and acknowledge the policy via SONIA prior to commencing placement.



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WORKING WITH CHILDREN CHECK

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

POLICE CHECK

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

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

PRE-PLACEMENT NSW HEALTH STUDENT COMPLIANCE VERIFICATION PROCESS

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

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

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

For students undertaking a placement within a NSW Health facility, placement allocation will also be made via the ClinConnect system. ClinConnect formalises placement plans that have been established between students and their potential supervisors within NSW Health. In all cases, the student would have contacted the supervisor prior to a 'Request/Placement by Exception' being processed through ClinConnect. There are strict rules within the ClinConnect system, including that all NSW Health placements need to be formally accepted and assigned at least three weeks prior to the placement start date, and that the student needs to be fully verified with NSW Health. Placements not meeting these requirements are automatically cancelled by the system, and the student will not be able to commence the placement. All NSW Health service placement settings require an acknowledged and signed copy of the Student Undertaking.

INSURANCE FOR WORK EXPERIENCE PLACEMENTS

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

While employers can ask students to sign declarations waiving rights or liability of the employer, the responsibility of negligence on the part of the employer can never be excluded at law. In the event of damage caused to other parties, by actions of the student, Public Liability Insurance covers the student, their employer and the University.

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



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

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

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

PLACEMENT STANDARDS

Master of Professional Psychology

Placement hours

Master of Professional Psychology students are required to complete a minimum of 300 total hours of practicum and skills training. This is primarily achieved by one long external placement within a psychology service in the community in addition to a brief cognitive assessment internal placement at the university clinic (Northfields Psychology Clinic). External placements usually run for two days per week for approximately 24 weeks, representing two full days per week (7.5 hours/day) at the placement site.

Placements should lead to the development of a variety of competencies including assessment, intervention and other professional skills. The 300 hours must include a minimum of 32 hours of supervision, at least 16 hours of which must be in individual supervision. Supervision is generally conducted at the rate of 1 hour of supervision per 7.5 placement hours.

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

Development of skills over the placement

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

External placement plans are designed to provide students with an opportunity to engage with service providers and their clients whilst completing goals and tasks outlined in their individually tailored placement plans. These include opportunities to demonstrate competence in ethical behaviour, core counselling skills, professional boundary management, and duty of care. In general, video recordings are not made on external placements, only the recordings of clinical simulations for set assessments will be required, and additional direct observations of on-site clinical activities may be used for competency assessment.



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Cognitive Assessments on placement

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

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

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

Obtaining a placement

External placement are allocated from the list of service providers who are external partners of the Professional and Clinical Psychology Programs at UOW. The external placement location and supervisor are allocated by the Placement Officer at UOW in consultation with the Placement Coordinator and the placement agency. It is not permissible for students to arrange or solicit professional experience placements for themselves under any circumstances. Where possible, students will be aligned with placements that reflected their desired career directions and/or identified learning needs. Some placements use competitive selection processes, and although every effort is made to align students with placements, the final suitability is determined by the Placement Coordinator in consultation with the field supervisor. It is a requirement that students may have to travel for their external placement.

Master of Professional Psychology (School Psychology)

Placement hours

Master of Professional Psychology (School Psychology) interns are required to complete a minimum of 300 total hours of practicum and skills training. This is achieved in one year-long placement in NSW public schools. Placements normally run for two days per week for approximately 24 weeks, representing two full days per week (7.5 hours/day) at the placement site.

Placements should lead to the development of a variety of competencies including assessment, intervention and other professional skills. The 300 hours must include a minimum of 32 hours of total supervision, at least 16 hours of which must be in individual supervision. Supervision is generally conducted at the rate of 1 hour of supervision per 7.5 placement hours.

As unforeseen circumstances can sometimes delay the completion of placement requirements, it is prudent for students to factor in such issues and plan ahead to ensure placement hours are completed by the allocated placement end date. 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 placement hours may be required to finalise treatments, assessments, or outstanding competency or supervision matters.

Development of skills over the placement

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



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counselling, assessment and/or facilitating therapeutic groups).

Specific placement objectives and competencies for each placement are determined by the supervisor and student, with reference to a review of each student's capabilities, the learning goals of the student, the systemic needs of the placement schools (e.g. dropout prevention program, co-facilitation of group therapy, etc.), and the practicum coordinator's assessment of each student's learning needs. Placement learning plans are signed-off by the NSW Department of Education (DoE) practicum coordinator, the UOW Placement Coordinator, the overseeing supervisor and the student prior to the commencement of placement. In general, video recordings are not made on external placements, only the recordings of clinical simulations for set assessments will be required, and additional direct observations of on-site clinical activities may be used for competency assessment.

Obtaining a placement

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

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

Placement hours

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

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

Development of skills over the placement

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

Placement plans are designed to provide students with an opportunity to engage with service providers and their clients whilst completing goals and tasks outlined in their individually tailored placement plans. These include opportunities to demonstrate competence in ethical behaviour, core counselling skills, professional boundary management, and duty of care. Students make video or audio recordings of client sessions at Northfields Psychology Clinic for their own review and review in supervision, in order to assist the development of competencies. In general, video recordings are not made on external placements, only the recordings of clinical simulations for set assessments will be required, and additional direct observations of on-site clinical activities may be used for competency assessment.

Pre-placement development

Interns undertake around 100 direct client activity hours at the Northfields Psychology Clinics prior to beginning an external placement. Placement at the Northfields clinics provides intensive,



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supported training for the development of practical skills, knowledge and readiness for external placements. This may include simulated practice, feedback provided on recorded or observed sessions, clinical skills and ethics training, demonstrations, simulated learning, and role-plays. All students will also undertake cognitive assessments at the clinic.

Obtaining a placement

External placements are selected from a list of service providers who are external partners of the Professional and Clinical Psychology Programs at UOW. The external placement location and supervisor are allocated by the Placement Officer at UOW in consultation with the Placement Coordinator and the placement agency. It is not permissible for interns to arrange or solicit professional experience placements for themselves under any circumstances. Where possible, students will be aligned with placements that reflect their desired career directions and/or identified learning needs. Some placements use competitive selection processes, and although every effort is made to align students with placements, the final suitability is determined by the Placement Coordinator in consultation with the field supervisor. It is a requirement that students may have to travel for their external placement.

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

PLACEMENT RULES

LOGGING PLACEMENT HOURS

DIRECT CLIENT ACTIVITIES

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

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

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



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

COGNITIVE ASSESSMENT TASKS AS DIRECT CLIENT ACTIVITIES – MCP

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

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

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

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

SUPERVISION HOURS

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

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

CASE REPORTS

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



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Students in the Master of Psychology (Clinical) and PhD (Clinical Psychology) programs are required to verbally present one of their written cases at Case Conference. Further details are included in the PSYP924 Advanced Practicum Subject Outline.

PRACTICUM CONFERENCE

The Practicum Conference series, which has been running continuously at the University for over 30 years, includes practicum case presentations, and may also include observation and discussion of therapy films by experts, presentations by visiting fellows on applied topics and cases, and open discussion of clinical and professional issues. The one-hour weekly Practicum Conference meeting is mandatory for all students enrolled in PSYP923 and PSYP924. It can be attended face-to-face on campus or online via a real-time zoom link.

ASSESSMENT OF COMPETENCY

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



PLACEMENTS IN PAID AND/OR PRIVATE PRACTICE SETTINGS

Students may be eligible to complete a portion of their practicum hours in a setting where they are paid for the services that they provide. This type of placement must be supervised by an eligible psychologist and the nature of the clinical work should be relevant to the developmental needs of the student. The student must first discuss paid placement opportunities with the Placement Coordinator and then obtain formal approval for any paid placement from the Placement Coordinator and the Coordinator of the Practicum subject. If required, the placement proposal will be referred to the Director of Professional and Clinical Psychology Programs for review and final approval. Students need to have their own Professional Indemnity Insurance policy if they are undertaking paid placements, or be covered by the employer's insurance policy, covering professional indemnity and public liability for the duration of their placement.

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

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

PLACEMENT EXPECTATIONS

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

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

- Professional behaviour is expected at all times in keeping with APS Code of Ethics (2007; endorsed by the Psychology Board of Australia), <https://psychology.org.au/getmedia/94dd5a45-c20c-48cb-b28e-bb6633de8ab9/aps-code-of-ethics.pdf> (Note that a revised Code of Conduct will come into effect on the 1 December 2025, <https://www.psychologyboard.gov.au/Standards-and-Guidelines/Professional-practice-standards/Code-of-conduct.aspx>).
- For students on placement in NSW Schools, the NSW Department of Education Code of Conduct (2015) also applies: <https://policies.education.nsw.gov.au/policy-library/policies/code-of-conduct-policy>



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



PROCEDURES

PLACEMENT AGREEMENT



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

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

ONLINE PRACTICUM LOGBOOK



All students must keep an ongoing record of all practica, casework and supervision experiences. This record is kept in the form of a logbook. The logbook 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 logbook clearly specifying the nature of client work undertaken (with identifying details removed). The logbook 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 logbook is a requirement of the course, and this check must be confirmed by the signature of the primary supervisors on the log book itself.

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



The Practicum Logbook can be accessed via links on the SONIA homepage or here:

- The Master of Professional Psychology and Master of Professional Psychology (School Psychology): <https://ltc.uow.edu.au/ppplogbook/>
- The Master of Psychology (Clinical) and PhD (Clinical Psychology): <https://ltc.uow.edu.au/cpplogbook/>

PLACEMENT SUPERVISOR EVALUATIONS



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

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

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

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

NORTHFIELDS CLINIC MEETINGS (CLINICAL STUDENTS)



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



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GROUP SUPERVISION (ALL STUDENTS)

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

REFLECTIVE PRACTICE

In line with both APAC and Psychology Board of Australia criteria, students 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. Submission of these tasks is required for the successful completion of the practicum subject.

MANAGING PLACEMENT & PROFESSIONAL COMPETENCE ISSUES

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

Conditions that may lead to placement failure.

Student conduct rules, examination rules, academic rules, course rules and associated policies and procedures apply to practicums: <https://www.uow.edu.au/about/policy/>. In general a 'pass' or 'fail' recommendation by a placement supervisor is provisional, and the final decision will be made by the Director of Professional and Clinical Psychology Programs in consultation with relevant parties such as the Coordinator of the Practicum subject and examination committee.

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

- **Workload:** The student has not completed sufficient work to be assessed. This will not be recorded as a fail if it is due to circumstances beyond the student's control, such as illness or lack of suitable referrals in the agency, but the student will require more placement experience.
- **Competence:** The student 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. Students will not pass a placement if they have shown serious failings in any of the areas covered by the placement evaluation form.
- **Ethical breaches:** The student breaches codes of ethics and conduct in a significant way.
- **Unprofessional behaviour:** The student 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 or the organisation's policies.

In the event that an intern is failing or fails a placement, remediation options may be considered, if appropriate, such as:

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

In such circumstances, the Coordinator of the Practicum subject and placement supervisor (if appropriate) will draw up a plan with the student to remedy the problems. The remedial work may



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take place either in the placement setting in order to obtain a pass in the placement, or within another setting as arranged by the Coordinator of the Practicum subject. The plan will be reviewed regularly. In the case of an student repeatedly failing to meet remedial goals, he or she may be failed. University policies apply in all cases affecting student progress.

A placement supervisor or an student experiencing difficulties in a placement should contact the Placement Coordinator in the first Instance as soon as possible in order to discuss these difficulties. In most circumstances, any difficulties should have been identified by Mid-placement Review, leading to clear behavioural goals for the remainder of the placement being established. The Placement Coordinator will escalate to the Coordinator of the Practicum subject as appropriate.

Where a student 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.

REDUCING THE RISK OF PLACEMENT FAILURE

Clear supervision agreement

The placement agreement represents the plan for placement activities that are to be completed and provides areas under which the intern's work will be evaluated. The more clearly placement goals can be behaviourally described (e.g., use of SMART goals), the easier it is for the intern to work towards achieving these goals, and the more valid and reliable the supervisor's feedback and assessment.

Mid-placement Review

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

FAILING A PLACEMENT

If, at the end of the placement, the placement supervisor is considering recommending a Fail grade, or is undecided, s/he should contact the 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 Coordinator will escalate this to the Coordinator of the Practicum subject for discussion with the student about progression in the subject. It should be noted that this is a recommendation from the placement supervisor and that the decision will ultimately be made by the Director of Professional and Clinical Psychology Programs in consultation with staff involved. University of Wollongong policies and procedures apply.



A student's place in the postgraduate program may be terminated, or the student may withdraw from the placement and program, in a variety of circumstances. Examples include, failing a repeat placement, 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-student relationships. Overall, the main goal of the first supervisory meeting with new students should revolve around clarifying and reaching an agreement on the common goals, the roles and responsibilities of each party, and the supervision procedures.

TOPIC 1: SUPERVISION INHERENT REQUIREMENTS

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

Intern roles and responsibilities

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

Supervisor roles and responsibilities

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

TOPIC 2: COMMON GOALS

Discuss and collaboratively establish the objectives of supervision.

The purpose of the supervision process is to provide a safe and supportive space in which a working supervisory alliance offers psychology students the opportunity to learn and develop the required knowledge and skill-based competencies they need to practice. 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 student.



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TOPIC 3: ROLES AND RESPONSIBILITIES

Discuss each party's expectations and reach an agreement regarding the roles and responsibilities of both student 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 times (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 when 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 a resolution cannot be reached for any reason, contact the Placement Coordinator.

Supervisor roles and responsibilities

- Inform the student about the roles and functions of psychologists in the agency, as well as in other professional teams they are likely to work with throughout the placement.
- Develop the intern's competency in the practice of psychology to a level expected early in their professional career.
- Develop and maintain a strong supervisory alliance that provides a safe place in which the intern can develop their professional skills and identity.
- Discuss informed consent and maintain confidentiality and privacy.
- Ensure the intern's work duties provide sufficient experience of psychology service delivery to meet requirements for their program and professional development needs.
- Ensure the intern acquires a thorough knowledge of professional conduct and ethics and rigorously applies these standards in their work.
- Monitor and evaluate the intern's work through a variety of methods including observation, recording, and/or discussion of cases.
- Provide timely and regular informal (i.e. in supervision) and formal (i.e. Mid-placement and End- placement Reviews) feedback on progress.
- Provide direction to helpful resources (e.g. readings, documents, books, video recordings) to enhance skill development and theoretical understanding of the work.
- Let the intern know, and report to the Placement Coordinator 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 Placement Coordinator.
- Ensure informed consent gained from all clients working with the intern, including that clients are informed that the intern is a provisional psychologist.
- 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



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with the intern with the aim of working towards resolving any issue(s). If a resolution cannot be reached for any reason, contact the Placement Coordinator.

TOPIC 4: SUPERVISION PROCEDURES

Set the supervisory frame.

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

* **A signed Placement Agreement is mandatory.** This is completed in the SONIA system. Throughout this process, questions should be encouraged from the student and addressed by the supervisor wherever possible.



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