Faculty of Health

Handbook for

742AA/2
Postgraduate Clinical Psychology
2016

MCP Course Convener: Dr Peter Chamberlain
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PhD Clinical Course Convener: Professor Peter Hassmen
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It is a very great pleasure to welcome you to the postgraduate clinical psychology program at the University of Canberra, incorporating the degrees of Master of Clinical Psychology (MCP; 742AA/2) and the Doctor of Philosophy in Clinical Psychology (PhD (Clin Psych); 958AA). Both programs consist of three major components: coursework, research and practicum placements. The aim of these programs is to provide graduates with the tertiary-level education required to be eligible for registration as a psychologist, eligibility for the registrar program for Clinical endorsement, and eligibility for membership of the Australian Psychological Society’s (APS) College of Clinical Psychologists.

Clinical psychology is a specialist branch of psychology concerned with the development, prevention and treatment of clinically relevant psychopathology. In contemporary Australia, the training of clinical psychologists enables them to play key roles in understanding and treating these experiences as well as contributing to, and advocating for, social reform and prevention programs through applied research and policy development. Thus, clinical psychologists are afforded unique professional opportunities but with these opportunities come important responsibilities.

At the University of Canberra we take these responsibilities seriously, and seek to offer a thorough theoretical and clinical skills training program focusing on specific core competencies required for entry into the profession. In particular, the training specified by the Australian Psychology Accreditation Council and the Australian Psychological Society follows the scientist-practitioner model, and the University of Canberra strongly endorses this model. It is our intention throughout the postgraduate clinical program to help you to develop effective clinical skills, and acquire the professional qualities of self-evaluation, scepticism, and curiosity that provide the basis for a scientific perspective.

We hope you will find your experience challenging, stimulating, and exciting. Most of all we hope you will leave the degree with a sense that the question is sometimes more important than the answer.

We look forward to working with you.

Dr Peter Chamberlain
MCP Course Convener

Professor Peter Hassmen
PhD Clinical Course Convener
Head of Discipline
THE CENTRE FOR APPLIED PSYCHOLOGY

The Centre for Applied Psychology is located within the Faculty of Health at the University of Canberra. It offers psychology courses accredited by the Australian Psychology Accreditation Council (APAC) and approved by the Psychology Board of Australia (APS) at the undergraduate and postgraduate level. The academic staff within the centre are engaged in a range of applied research and teaching in fields such as, clinical health psychology, cognitive behavioural therapy, counselling, stress and coping, body image, trauma and suicidality.

Listed below are the current academic staff in the Centre for Applied Psychology and their research interests. Many of these academics will be available for research supervision of MCP and PhD (Clin Psych) in topics relevant to clinical psychology. PhD research is supervised by a panel chaired by a primary thesis supervisor.

Prof Helen Berry  
Climate change, urban design, social connectedness and mental health; Marginalisation; Large survey and quantitative methods

Prof Douglas Boer  
Assessment and treatment in: intellectual disability and offending, mental health and offending, sex offenders, violent offenders, spousal abuse, and all areas of family violence.

Dr Tricia Brown  
Social psychology, prejudice and stereotypes, stigma.

Dr Janie Busby Grant  
Episodic memory and planning, environmental psychology, epidemiology of common mental disorders, and ethical implications of randomised controlled trials.

Dr Stuart Cathcart  
Pain mechanisms and management, sport psychology, mindfulness, and stress.

Dr Peter Chamberlain  
Suicidality, trauma, domestic violence, self and self-psychology, and issues relevant to clinical psychology.

Dr Dimity Crisp  
Ageing and transitions in later life, subjective and psychological wellbeing, online mental health services, and mental health literacy.

Dr Amanda George  
Alcohol and drug use, university student experience.
<table>
<thead>
<tr>
<th>Name</th>
<th>Research Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Diana Grace</td>
<td>Young children's understanding of social categories; young adults' decision-making in terms of career and family.</td>
</tr>
<tr>
<td>Prof Peter Hassmen</td>
<td>Sport, exercise, and performance psychology, for example: physical activity for mental health, overtraining and burnout in sport, motivation and team cohesion.</td>
</tr>
<tr>
<td>Dr Sally Kelty</td>
<td>Inter-agency and inter-disciplinary collaboration, happiness, financial stress, forensic psychology and psychometric testing</td>
</tr>
<tr>
<td>Dr Vivienne Lewis</td>
<td>Body image, eating disorders, men's mental health, stress, anxiety and well-being.</td>
</tr>
<tr>
<td>Prof Anita Mak</td>
<td>Acculturation, work stress, social anxiety, adolescent depression and problem behaviours, diversity attitudes, intercultural social skills training.</td>
</tr>
<tr>
<td>Dr James Neill</td>
<td>Coping, resilience, life effectiveness, self-concept, adventure therapy, online social networking.</td>
</tr>
<tr>
<td>Dr Kristen Murray</td>
<td>Body image, eating disorders and obesity, stress, youth mental health, and inter-professional collaboration.</td>
</tr>
<tr>
<td>Ms Lisa Oxman</td>
<td>Dialectical behaviour therapy, child &amp; adolescent mental health, suicide &amp; self-harming behaviour, acceptance &amp; commitment therapy.</td>
</tr>
<tr>
<td>Prof Debra Rickwood</td>
<td>Adolescence, help-seeking, relapse prevention for mental illness, mental health promotion.</td>
</tr>
<tr>
<td>Prof Dominic Upton</td>
<td>Health psychology, promoting physical and mental health, long-term health conditions, stress and pain management.</td>
</tr>
<tr>
<td>Dr Clare Watsford</td>
<td>Child and adolescent mental health, young people's help-seeking behaviours and experiences of mental health services, and factors affecting engagement in therapy.</td>
</tr>
</tbody>
</table>

For staff biographies, recent publications and thesis topics supervised, visit [www.canberra.edu.au/faculties/health/psychology/staff-profiles](http://www.canberra.edu.au/faculties/health/psychology/staff-profiles)
The MCP and the PhD (Clin Psych) programs:

(a) Train psychology graduates to work as psychologists and meet the prerequisite criteria to undertake the registrar program for Clinical endorsement.

(b) Provide the 5th and 6th years of training required for Membership of the Australian Psychological Society and for Associate Membership of the APS College of Clinical Psychologists, and

(c) Provide the two years of supervised practice required for full registration as a psychologist with the Psychology Board of Australia.

The degrees facilitate the acquisition of knowledge, skills, and attitudes in the core clinical psychology areas of assessment and diagnosis, therapy, and research. A major teaching strategy is the adoption of a problem-solving approach to learning to strengthen the acquisition of practical skills. Ongoing professional development and self-evaluation are emphasised.

The APAC Standards for Accreditation Guidelines (2010, Section 5.1) state that “The primary objective of the fifth and sixth year program offered either as a Masters degree or the equivalent part of a combined Masters/PhD program should be to provide an education in the professional practice of psychology such that the graduate has the skills and knowledge to gain registration and practice as a psychologist. This education must be at the advanced level, building on and extending the knowledge and skills of the APAC-accredited four-year undergraduate sequence. It should include full coverage and mastery of the general knowledge and skills required by psychological practitioners as well as knowledge and skills in any applicable area of specialisation of the course. This should occur through the careful integration of coursework, research and practical placement experience.”

In accordance with APAC standards and the APSC College Course Approval Guidelines 2014 our postgraduate clinical psychology training is based on the scientist-practitioner model. Students in the MCP degree will complete a clinical research project, four practicum placements, and seven coursework units. Note that all coursework units are taught in a full-day workshop format.

Students in the PhD (Clinical Psychology) degree will complete the same four practicum placements and seven coursework units as the MCP students and, in addition, will complete a research project that is the same in size and scope as a PhD research project. We require PhD students complete one year of full-time research prior to commencing clinical training with coursework units and practicum placements.
Duration
The MCP requires two years of full-time study or the part-time equivalent not exceeding four years. Please note that clinical placements are especially demanding and require a minimum of two full days a week for a minimum of 16 weeks to complete each placement (four placements over two years to meet the mandatory requirements for client contact, supervision and preparation for sessions).

The standard duration of the PhD (Clin Psych) is 9 semesters; however, the course may be completed in a minimum of 4 years of full-time study or the part-time equivalent. Note that PhD students in the clinical program meet all coursework units and placements required for the MCP program.

All students are required to pass an oral exam on clinical knowledge and skills, and this is generally done close to the end of the second placement.

Intending students are reminded that undertaking either of these degrees is demanding, and should consider their enrolment cognizant of other commitments. Importantly, the coursework and practicum program delivery schedule are unsuited for full time employment whilst enrolled in either program.

Entrance Requirements
The following are the entry standards for the MCP and PhD (Clin Psych):

- A four year (or three year plus a fourth year) sequence in psychology accredited by APAC within the last 10 years.
- With a first class Honours result of 85% or more for external graduates or an upper second class Honours (2A) of 80% or more for University of Canberra graduates.
- Be eligible for registration as a provisional psychologist with the Psychology Board of Australia; and
- Two referee reports and attendance at an on-campus interview will be required

Note: While this is the minimum standard, entry is competitive. A GPA of 6.0 is normally required to enter the MCP and a first class Honours for PhD (Clin Psych).

Applicants with other qualifications must obtain a determination of equivalence of their qualifications from the APS (1800 333 492; email: info@psychsociety.com.au). This service can take some time and a fee will be charged by the APS.

Prerequisites
Prior to commencement of the MCP or PhD (Clin Psych), students must obtain registration to practise as a provisionally registered psychologist under supervision from the Psychology Board of Australia. This requires a satisfactory
Federal Police report. Please note the mandatory requirements for registration and to commence placement at the Faculty of Health Clinic. Go to the following link and complete everything possible before commencing the program: \texttt{http://www.canberra.edu.au/about-uc/faculties/health/placement-office/_nocache} then look for Pre-Placement Requirements.

\textbf{Applications}

| Applications from domestic students for intake at the beginning of an academic year should be directed to the University Admissions Centre (\texttt{www.uac.edu.au}) by 31st October of the previous year. International students can lodge online direct applications to the University of Canberra (\texttt{www.canberra.edu.au}). |

General information about the administrative aspects of studying at the University of Canberra (UC) is available from the UC Student Centre (phone 1300 301 727; email \texttt{study@canberra.edu.au}). International students should enquire about the administrative aspects of admissions via \texttt{international@canberra.edu.au}.

Please note that the MCP program commences late in January with the two-week summer intensive. This is mandatory for all commencing Masters students, and PhD (Clin Psych) students intending to commence coursework and practicum placements.

PhD (Clin Psych) commences at the beginning of the first semester. The degrees are not available by external study. International students completing either of these courses must enrol as full-time students and can only commence at the beginning of the first semester.

\textbf{Contact Persons}

You can contact the Psychology Administration Officer on (02) 6201 2653 or email psychology.admin@canberra.edu.au, for course enquiries. Admissions enquiries can be directed to Dr Peter Chamberlain, (02) 62012157 (no messages please), or email Peter.Chamberlain@canberra.edu.au. For information about specific units, please contact the relevant unit convener.

\textbf{Cost}

Commonwealth Supported Places (CSP) are available for domestic students accepted into the Master of Clinical Psychology. Only candidates with a First Class Honours degree in psychology will be considered for CSP. All other students accepted for the MCP program will pay Domestic Full Fee.

The annual fee rates for Master of Clinical Psychology (742AA.1) can be found at: \texttt{http://studyassist.gov.au/sites/studyassist/helppayingmyfees/cspspages/commonwealth-supported-places}.

For further course information:

\texttt{http://www.canberra.edu.au/coursesandunits/course?course_cd=742AA&version_number=1&location_cd=BRUCE}
Assessment

A variety of assessment methods are employed throughout the course. Because the focus is towards competency-based learning, grades are not awarded at the completion of units, except for the Master's thesis. Each unit will be graded on a pass/fail basis; however, individual assessment items will be marked according to specified criteria (as specified in the unit outlines). Please note that there will be an oral exam on clinical knowledge and skills in Practicum Placement 2. This will be assessed on a pass/fail basis, with a failed student placed on probation until the oral exam can be successfully passed (another opportunity will be provided within 6 months).

Effective communication is vital to the role of a clinical psychologist, and both written and oral communication will be assessed. Written communication in the form of reports will form a large part of the assessment. Oral communication will be assessed via methods such as class presentations and debates. Other assessment tasks will include direct and indirect observations of clinical work. Reflective practice, including self-evaluation will also be encouraged and promoted throughout the course.

Note that the Faculty of Health has a uniform penalty policy for the late submission of assignments, which is strictly enforced:

**Penalties for late submission of assessed work will be applied. Marks will be deducted at the rate of 10% of the value of the assessment item per day it is overdue (including weekends). For example, if an assignment is worth 30 marks, 3 marks will be deducted each day.**

Similarly, extensions for submission of an assignment must not be assumed. Approval must be sought prior to the due date and requests must relate to verifiable exceptional circumstances. For example, a medical certificate must be presented if ill health is the reason cited for seeking an extension. Exceptional circumstances do not include workload, employment or general family issues.

Standards

High standards of professionalism and scholarship are expected. In many ways, the standards on the course are similar to what might be expected in an employment situation. Usual assumptions, therefore, regarding such things as punctuality and attendance apply. Standards of dress are also important particularly on practicum placements. At these times students should be especially mindful of the nature of the work they will be doing and the people with whom they will be working.

The different components of the course mean that competing demands can challenge organisational abilities. While staff regard academic and professional support to be important to effective functioning as a clinical psychologist, it is also expected that high levels of self-motivation, self-directed learning, initiative, autonomy and independence are demonstrated.
Responsibilities and Obligations

**Academic Staff**

Academic staff have primary responsibilities with regard to course work and research projects. They also provide clinical supervision during Practicum Placements 1 and 2 (with back up supervision for Placements 3 and 4) and so will also observe the responsibilities and obligations outlined in the Clinical Supervisors’ section.

Academic staff will provide unit outlines for the units they convene that will detail the learning outcomes of the course as well as the assessment. They will provide informative and current lecture material that provides opportunities for discussion and learning. Assessment may include a demonstration of practical skills through exercises and role plays in class. The Faculty will provide written feedback to students with regard to unit assessment normally within a two-week period. Academic staff will also seek feedback from students regarding evaluations of and improvements to the units they convene.

In terms of research, academic staff will provide regular supervision to students (normally on a fortnightly basis) with regard to their research project. They will provide verbal and written feedback on drafts of the various components and will formally evaluate the assessment tasks for the first three units. They will also encourage students to prepare and submit their final manuscript for publication in a peer-reviewed journal. Finally, academic staff will seek feedback from their research supervisees regarding the usefulness of the supervision they are providing.

**Clinical Supervisors**

Clinical supervisors’ responsibilities and obligations are outlined more fully in the UC Psychology Clinic Manual. In the manual are also the forms that require completion in order to pass each practicum placement. Fundamentally, clinical supervisors are required to provide regular clinical supervision to students on practicum placement. This supervision incorporates all aspects of professional work as a clinical psychologist although different aspects of clinical work will become more relevant depending on particular placements, and it is expected that students will acquire clinical competency across the four placements and not within one placement. The APAC Rules for Accreditation and Accreditation Standards for Psychology Courses (2010, Section 5.3.25) state that supervision should be equivalent to one hour of supervision for each full day of placement. Supervision should include case discussions as well as observations of clinical work. Clinical observations by supervisors of students and also by students of supervisors are ideal. Clinical supervisors will also read and provide feedback on all written work including case notes and reports.

The clinical supervisors provide regular opportunities for individual and group supervision. There are opportunities for group supervision for students doing Practicum 3 and 4 when external supervisors in some placements might not meet the full AHPRA criteria for supervisors.
Students

Some responsibilities and obligations have already been covered in the Standards section. Students will observe their commitments to their coursework, research, and practicum units. They will seek and utilise feedback from their supervisors and lecturers and will also routinely reflect on and self-evaluate their current contributions to their learning and development. Students will demonstrate competence in both working independently and collaboratively and will appropriately judge when they need to seek help and from whom. When clarification or assistance is required, the unit convener or supervisor is the first person to consult. If this does not provide a satisfactory or appropriate (or both) result, then the course convener or head of discipline is to be approached.

Psychology Courses Advisory Group (CAG)

A Courses Advisory Group meets bi-annually to monitor and assess all aspects of the courses in psychology including the MCP and PhD (Clin Psych). The Courses Advisory Group meets to consider emerging needs and any issues related to course performance and improvement in our Bachelor’s, fourth year (honours), Masters and PhD courses, and to ensure continuity between undergraduate psychology education and postgraduate training in clinical psychology. Membership of the CAG includes internal members (academic staff and student representatives) and external members (clinical psychology placement supervisors, and representatives from future employers). A list of current members and meeting dates can be obtained from Dr Peter Chamberlain or Dr Kristen Murray, the External Placements Co-ordinator.

THE MCP TEAM

Academic Staff

Below is a summary of the responsibilities and professional expertise of the members in the MCP team. More information about their biographies, qualifications, and research are available from www.canberra.edu.au/faculties/health/psychology/staff-profiles.

Professor Helen Berry

Responsibilities
- Research convener
- Research supervisor

Helen’s principal research areas are climate change, urban design, social connectedness and mental health; Marginalisation; Large survey and quantitative methods

Professor Doug Boer

Responsibilities
- Coursework unit convener
- Clinical and research supervision
Doug’s professional and research interests are mainly in the forensic area and include assessment and treatment in the following areas: intellectual disability and offending, mental health and offending, sex offenders, violent offenders, spousal abuse, and all areas of family violence. He is also interested in cultural issues pertaining to offending, assessment, and treatment. He is the president of the International Association for the Treatment of Sexual Offenders (IATSO).

**Assistant Professor Peter Chamberlain**

**Responsibilities**
- MCP Course Convenor
- Coursework unit convenor
- Clinical and research supervisor

Peter’s predominant clinical and research interests are suicidality, trauma, domestic violence, the construct of self, and the theory of self-psychology. Peter’s clinical experience comes largely from the South Australian metropolitan and rural mental health networks, working with acute clients. He also worked with sex offenders in a community treatment setting. Peter has been trained in CBT, CPT, DBT, EMDR, and Prolonged Exposure (Imaginal). He is also a Visiting Research Fellow with the School of Psychology at the University of Adelaide.

**Assistant Professor Vivienne Lewis**

**Responsibilities**
- Coursework unit convenor
- MCP Student Competency Coordinator
- Clinical and research supervisor

Vivienne’s clinical and research interest is body image and eating disorders and their impact on well-being and mental health. She authored a self-help book for adolescents and adults on how to improve body image and self-esteem titled ‘Positive Bodies: Loving The Skin You’re In’.

**Assistant Professor Kristen Murray**

**Responsibilities**
- Coursework unit convenor
- External Placements Coordinator
- Clinical and research supervisor

Kristen has research and clinical interests in the areas of body image, eating disorders and obesity, stress and youth mental health. She also has an interest in interprofessional collaboration, particularly in the provision of clinical services. Kristen has been trained in Cognitive Behaviour Therapy (CBT), Motivational Interviewing, and Acceptance and Commitment Therapy (ACT), and utilizes these approaches in her therapeutic work.
Ms Lisa Oxman

Responsibilities
- Teaching applied skills
- Clinical and research supervisor

Lisa is currently involved in the running of a DBT program in Canberra. Lisa has also been trained in Gestalt therapy, and Acceptance and Commitment Therapy (ACT), and utilises these in approaches her therapeutic work. Currently, her areas of interest of research are in DBT, ACT, mindfulness skills, attachment and the role of spirituality in therapeutic settings.

Assistant Professor Clare Watsford

Responsibilities
- Coursework unit convener
- MCP Student Progress Coordinator
- Clinical and research supervisor

Clare’s interests are child and adolescent mental health, young people’s help-seeking behaviours and experiences of mental health services, and factors affecting engagement in therapy. Her background is with the Child and Adolescent Mental Health Service as part of a multidisciplinary team, and she has also worked closely with headspace Canberra as a clinician and researcher. Clare is passionate about child and adolescent mental health and wellbeing and examining factors that can promote engagement in therapy for this age group.

Clinic Lead Psychology

Dr Monica Skjerve

Responsibilities
- Clinic Lead (Psychology)
- Placements 1 & 2 convener
- Clinical supervision

Monica is responsible for the running of the Psychology Clinic within the Health Hub. She is an experienced Clinical Psychologist with a background in Community Mental Health and is an AHPRA accredited clinical supervisor.
COMPONENTS OF THE COURSE

The following components comprise the MCP course:

1. Seven coursework units. These coursework units are generally delivered as seven full day workshops for each unit. The units are:

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBA</td>
<td>EBT Adults PG</td>
<td>3cp</td>
</tr>
<tr>
<td>8028</td>
<td>EBT Children Adolescents &amp; Families PG</td>
<td>3cp</td>
</tr>
<tr>
<td>TBA</td>
<td>Introduction to Assessment/Intervention PG</td>
<td>3cp</td>
</tr>
<tr>
<td>TBA</td>
<td>Advanced Assessment/Intervention PG</td>
<td>3cp</td>
</tr>
<tr>
<td>6306</td>
<td>Professional Psychological Practice PG</td>
<td>3cp</td>
</tr>
<tr>
<td>6307</td>
<td>Forensic Psychology for Clinicians PG</td>
<td>3cp</td>
</tr>
<tr>
<td>6308</td>
<td>Health Psychology for Clinicians PG</td>
<td>3cp</td>
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</tbody>
</table>

2. A research project. The final report of the project is presented as a manuscript suitable for submission to a peer-reviewed journal for publication. The units are:

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>6309</td>
<td>Research Project – Preparation PG</td>
<td>3cp</td>
</tr>
<tr>
<td>6310</td>
<td>Research Project – Implementation PG</td>
<td>3cp</td>
</tr>
<tr>
<td>6311</td>
<td>Research Project – Data Analysis PG</td>
<td>3cp</td>
</tr>
<tr>
<td>6312</td>
<td>Master of Psychology Thesis PG</td>
<td>6cp</td>
</tr>
</tbody>
</table>

\[Note that there are no optional components to the course. All course components are compulsory.\]
3. Four practicum placements. The first two placements are completed at the university clinic (The Health Hub) and the remainder are completed within several community settings. The units are:

<table>
<thead>
<tr>
<th></th>
<th>Practicum Placement 1 PG</th>
<th>3cp</th>
</tr>
</thead>
<tbody>
<tr>
<td>6313</td>
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</tr>
<tr>
<td></td>
<td>Practicum Placement 2 PG</td>
<td>3cp</td>
</tr>
<tr>
<td>6314</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practicum Placement 3 PG</td>
<td>3cp</td>
</tr>
<tr>
<td>6315</td>
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<tr>
<td></td>
<td>Practicum Placement 4 PG</td>
<td>3cp</td>
</tr>
<tr>
<td>6316</td>
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</tbody>
</table>

The PhD (Clin Psych) has the same coursework and placement components as the MCP. For the research component, however, instead of completing units 6309 to 6312, the **8018 Doctoral Thesis in Clinical Psychology** will be completed.

**Typical Full Time Course Structure - MCP**

<table>
<thead>
<tr>
<th>Year 1</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Summer Term and Semester 1</strong></td>
<td><strong>Winter Term and Semester 2</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10071 Introduction to Assessment/Intervention (ST)</td>
<td>3cp</td>
<td>6309 Research Project – Preparation (WT)</td>
</tr>
<tr>
<td></td>
<td>6306 Professional Psychological Practice (ST)</td>
<td>3cp</td>
<td>6308 Health Psychology for Clinicians (S2)</td>
</tr>
<tr>
<td></td>
<td>10073 EBT Adults (S1)</td>
<td>3cp</td>
<td>6310 Research Project – Implementation (S2)</td>
</tr>
<tr>
<td></td>
<td>8028 EBT Children, Adolescents &amp; Families (S1)</td>
<td>3cp</td>
<td>6314 Practicum Placement 2 (S2)</td>
</tr>
<tr>
<td></td>
<td>6313 Practicum Placement 1 (S1)</td>
<td>3cp</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>15cp</strong></td>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

For details about practicums including documentation and assessment see the Psychology Clinic Handbook.
<table>
<thead>
<tr>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
</tr>
<tr>
<td>6307 Forensic Psychology for Clinicians</td>
</tr>
<tr>
<td>6311 Research Project – Data Analysis</td>
</tr>
<tr>
<td>6315 Practicum Placement 3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
### Recommended Full Time Course Structure – PhD (Clin Psych)

#### Year 1

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>8018 Doctoral Thesis in Clinical Psychology</td>
<td>8018 Doctoral Thesis in Clinical Psychology</td>
</tr>
</tbody>
</table>

#### Working towards completion of 72cp for Doctoral Thesis in Clinical Psychology

#### Year 2

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Winter Term and Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>8028 EBT Children Adolescents &amp; Families</td>
<td>10073 EBT Adults</td>
</tr>
<tr>
<td>6306 Professional Psychological Practise</td>
<td>3cp</td>
</tr>
<tr>
<td>10071 Introduction to Assessment / Intervention</td>
<td>3cp</td>
</tr>
<tr>
<td>6313 Practicum Placement 1</td>
<td>6314 Practicum Placement 2</td>
</tr>
<tr>
<td>8018 Doctoral Thesis in Clinical Psychology³</td>
<td>8018 Doctoral Thesis in Clinical Psychology¹</td>
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<thead>
<tr>
<th>Total</th>
<th>Total</th>
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<tbody>
<tr>
<td>12cp⁴</td>
<td>6cp²</td>
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</tbody>
</table>

³The Doctoral Thesis in Clinical Psychology is worth 72cp, to be completed over 4 to 4.5 years on a full-time basis.
⁴In addition to coursework and practicum units (totaling 18 credit points in Year 2), students will complete work towards the 72cp required for the Doctoral Thesis in Clinical Psychology.
### Year 3

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Winter Term and Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6307</strong> Forensic Psychology for Clinicians</td>
<td>10074 Advanced Assessment / Intervention (WT)</td>
</tr>
<tr>
<td>3cp</td>
<td>3cp</td>
</tr>
<tr>
<td><strong>6315</strong> Practicum Placement 3</td>
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**Total** 9cp **Total** 9cp

### Year 4

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**Working towards completion of 72cp Doctoral Thesis in Clinical Psychology**
10073 Evidence-Based Therapy Adults PG 3cp

Prerequisite: Course entry requirements
Class contact: 7 full day workshops (0900-1630)
Unit Convener: Dr Vivienne Lewis

Syllabus
This unit employs a problem-solving approach to introduce students to the findings of research-based psychopathology regarding the etiology of a range of adult psychological problems, and the evidence-based therapy for those problems. It aims to give students practice in assessing a presenting problem, conducting a diagnosis and drawing on the research literature to plan and conduct an effective therapy program. Ethical issues will be addressed as they arise. This unit, combined with the Introduction and Advanced Assessment/Intervention, and EBT Children, Adolescents and Families units, introduces evidence-based therapy for all common disorders identified in DSM-5.

Learning Outcomes
On successful completion of this unit, students will be able to:
(a) critically analyse the evidence-base regarding the psychopathology of a range of adult psychological disorders;
(b) identify and administer appropriate diagnostic and assessment procedures;
(c) select and implement appropriate evidence-based therapies and,
(d) identify potential ethical issues involved in practising clinical psychology and understanding of how to use the APSC Code of Ethics and its accompanying Guidelines to resolve ethical questions.

Accreditation Competencies
This unit addresses the APAC specified competencies including the following:
5.1.12(a): Knowledge of the discipline. Specifically, the learning of psychological theories and models through reading of published empirical findings supporting these. As well, designing and implementing psychological interventions.

5.1.12(b): Ethical, legal and professional matters. Specifically, applying these to practise through in class discussion, case discussions, journaling and reflective practice.

5.1.12(c): Psychological assessment and measurement. Specifically the investigation of assessment tools used to diagnose and undertake case formulations.
5.1.12(d): Intervention strategies. Specifically, in-class and out-of-class practice of skills taught and researched, case presentations and reflective practice.

5.1.12(e): Research & Evaluation. Specifically literature reviews and evaluation and their application to assessment and intervention.

5.1.12(f): Communication and interpersonal relationships. Specifically, working collaboratively with peers, written work and reflective practice.

10071 Introduction to Assessment/Intervention PG 3cp

Prerequisite: Course entry requirements
Class contact: 7 full day workshops (0900-1630)
Unit Convener: Dr Vivienne Lewis

Syllabus
This unit aims to introduce students to the findings of research-based psychopathology regarding the aetiology of a range of adult psychological problems, and linking them with evidence-based therapy (Cognitive Behaviour Therapy) for these problems. It aims to provide students with collaborative skills for understanding and assessing the client's presenting problem, provide any diagnostic category that could apply to presenting problems, and draw on the research literature to plan and conduct an effective therapy program for wellbeing. Ethical issues including disclosure of child abuse and mandatory reporting will be addressed. This unit, combined with EBT Adults, EBT Children, Adolescents, and Families, and Advanced Assessment/Interventions introduces EBT for all common categories identified in the DSM-5.

Learning Outcomes
On successful completion of this unit, students will be able to engage collaboratively and respectfully with clients to:
(a) access and critique the research findings regarding the psychopathology of a range of adult psychological disorders;
(b) use relevant diagnostic and assessment procedures;
(c) access and apply appropriate evidence-based therapy,
(d) identify ethical issues involved in practising clinical psychology and use the APS Code of Ethics and its accompanying Guidelines to resolve ethical questions.

Accreditation Competencies
This unit addresses the APAC specified competencies including the following:
5.1.12(a): Knowledge of the discipline. Specifically, the learning of psychological theories and models through reading of published empirical findings supporting these. As well, designing and implementing psychological interventions.
5.1.12(b): Ethical, legal and professional matters. Specifically, applying these to practice through in class discussion, case discussions, journaling and reflective practise.

5.1.12(c): Psychological assessment and measurement. Specifically, the investigation of assessment tools used to diagnose and undertake case formulations.

5.1.12(d): Intervention strategies: Specifically, in class and out of class practice of skills taught and researched, case presentations and reflective practice.

5.1.12(e): Research & Evaluation. Specifically literature reviews and evaluation and their application to assessment and intervention.

5.1.12(f): Communication and interpersonal relationships. Specifically, working collaboratively with peers, written work and reflective practice.

8028 Evidence-Based Therapy of Problems in Children, Adolescents & Families PG 3cp

Prerequisite: Course entry requirements
Class contact: 7 full day workshops (0900-1630)
Unit Convener: Dr Clare Watsford

Syllabus
This unit employs a problem-solving approach to introduce students to the findings of psychopathology research regarding the mechanisms and aetiology of a range of psychological disorders in children and adolescents, and the evidence-based therapies for these disorders, including the primary prevention of psychological disturbance. It addresses the principles and methods of behavioural and clinical assessment including diagnosis and draws on the research literature to plan an effective therapy program including family interventions. Pharmacological interventions and issues will be addressed. Relevant ethical issues and professional standards will also be addressed. This unit, combined with EBT Adults, Introduction and Advanced Assessment/Intervention units, introduces evidence-based therapies for disorders identified in DSM-5.

Learning Outcomes
On successful completion of this unit, students will be able to do the following:
(a) access and critique the research findings regarding the psychopathology of a range of psychological disorders occurring in children, adolescents and families;
(b) use relevant diagnostic and assessment procedures;
(c) access and apply appropriate evidence-based therapy; and
(d) identify ethical issues involved in practising clinical psychology and use the APSC Code of Ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions.

Accreditation Competencies

This unit addresses APAC specified competencies including the assessment of “dysfunctional behaviour” in children and adolescents and the use of appropriate evidence-based interventions/therapy. There is a focus on in-class competencies—and these address assessment and interviewing skills (role plays are used), interpreting psychometric testing, and conducting observations in natural settings. The competencies also focus on utilizing the information obtained at interviews for differential diagnosis, treatment planning and goal setting. Case studies are discussed in small groups. The APSC Code of Ethics and Ethical Guidelines are used in discussion of cases involving ethical issues, and the importance of privacy and confidentiality is discussed. Assignments encourage students to apply the knowledge and skills for classes in a practical way. The major assignment is a case formulation exercise.

10074 Advanced Assessment/ Intervention 3cp

Prerequisite: Course entry requirements

Class contact: 7 full day workshops (0900-1630)

Unit Convener: Dr Kristen Murray

Syllabus

This unit extends students' previous studies in psychological assessment and intervention. It includes a focus on psychometric theory and research, including program evaluation methods and their application in clinical care, assessment of more complex factors as related to personality, and integration of outcomes-based assessment in therapy. The unit also advances counselling and intervention skills through workshops providing an introduction to Dialectical Behaviour Therapy (DBT) and Acceptance and Commitment Therapy (ACT), and consideration of innovation in clinical care through contemporary approaches to treatment. The unit also aims to support reflective practice through discussion of advanced intervention topics related to self-disclosure, self-care and burnout, and interprofessional collaboration. Ethical issues will be addressed as they arise. The unit builds on prior clinical practice, coursework and research experience while integrating this with skills in considering contemporary challenges in clinical assessment and intervention.

Learning Outcomes

On successful completion of this unit, students should be able to:

(a) access and critique current research and theory in the field of psychometrics, program evaluation, intervention and reflective practice
(b) select relevant assessment procedures and demonstrate knowledge of and practice in the selection of relevant assessment procedures and psychological tests, including their limitations, for personality assessment and evaluation of programs and clinical care;
(c) knowledge of theory and introductory practice of Dialectical Behaviour Therapy (DBT) and Acceptance and Commitment Therapy (ACT);
(d) Awareness and understanding of professional work as a psychologists and its challenges, including a working understanding of topics such as burnout and self-care, self-disclosure, and collaborating with other professionals.

Accreditation Competencies
This unit addresses APAC specified competencies including the following including overall knowledge of the discipline [Knowledge 5.1.12(a)] especially the assessment of "dysfunctional behaviour, psychopathology, the cultural bases of behaviour and organizational systems", understanding of relevant theories and models and their empirical support, and the design and implementation of psychological interventions. There is a focus on psychological assessment and measures (5.1.12(c)) including test selection, administration and interpretation as relating to standardised tests of personality. One component of assessment for this unit includes interpretation of a personality measure, with students required to understand limitations in this regard. Students will also demonstrate intervention strategies (5.1.12(d)) including activities enhancing well-being in individuals through provision of DBT and ACT introductory training, which incorporates an assessable component focusing on implementing and reflecting on these skills. Students will also demonstrate skills in research and evaluation (5.1.12(e)) through program evaluation and understanding methods of evaluating outcomes. Students will also continue to develop communication and interpersonal skills (5.1.12(f)) and ethical issues relevant to assessment and intervention will be addressed [5.1.12(b)] through reflective content and discussion, which is also assessed through an ongoing learning journal.

6306 Professional Psychological Practise PG 3cp

Prerequisite: Course entry requirements
Class contact: 7 full day workshops (0900-1630)
Unit Convener: Dr Peter Chamberlain

Syllabus
This unit introduces students to the foundations of professional and ethical practise, roles and demands of working as a professional psychologist. It includes teaching on the scientist-practitioner perspective, evidence-based practise, ethics and codes of conduct, relevant legislation, record keeping and report writing, practise management, the organisational contexts for the practise of
psychology, personal safety, negotiation skills and conflict resolution, and respect for diversity, including indigenous and multicultural issues.

Learning Outcomes
On successful completion of this unit, students will be able to:
(a) define the various roles of psychologists within the organisational contexts of their professional practise;
(b) demonstrate knowledge of potential ethical issues involved in practising psychology and competence using the APS Code of Ethics and its accompanying Guidelines, and other relevant sources, to resolve relevant ethical questions and to work effectively within them;
(c) explain the various legal and regulatory frameworks applying to professional psychological practise;
(d) produce evidence of competent record keeping, file management, and communication necessary for conducting professional psychological practise;
(e) demonstrate sensitivity to human diversity, including intercultural and indigenous issues.

Accreditation Competencies
This unit addresses the APAC specified competencies including the following:
5.1.12(a) Knowledge of the Discipline - Overall knowledge of the discipline underpins all of the other capabilities and includes knowledge of psychological principles, professional ethics and standards, theories of individual and systemic functioning and change, dysfunctional behaviour, psychopathology, the cultural bases of behaviour and organisational systems. Through this unit students are able to demonstrate capabilities of relevant psychological theories and models; review and develop publications that underpin major psychological interventions; review and discuss major methods of psychological investigation and techniques of measurement, and their application and interpretation; and design and implement psychological interventions. This is demonstrated through competency-based activities, workshops and written assignments (see Assignment 1 & 2).

5.1.12(b) Ethical, Legal and Professional Matters – This important competency is addressed in this unit and students asked to address each of the listed capabilities through an understanding of the main provisions of the State and Commonwealth Acts and Regulations of Parliament relevant to psychologists' work; codes of conduct; APS Code of Ethics and Ethical Guidelines; record keeping and note taking procedures; consent and boundary issues; psycho-legal issues and role and cultural concerns. Classroom activities include competency-based exercises and assignments (see Assignment 3) are designed to address these issues.

5.1.12(c) Psychological assessment & measurement – This unit addresses the ongoing, interactive, and inclusive process that serve to describe, conceptualise, and predict relevant aspects of a client. In
particular, students develop proficiency in interviewing (structured and unstructured interviews, selection interviews, survey interviewing, history taking, clinical interviewing for diagnostic purposes and group-based interviewing) and demonstrate this through workshop based class activities including virtual learning in the development of interviewing skills and case formulation. Other areas addressed include the systematic observation of behaviour involving both naturalistic and clinical observation and the use of predetermined procedures for observing the behaviour of one or more persons.

5.1.12(d) Intervention Strategies – Students undertaking this unit will develop superior interpersonal skills (including the ability to form a professional relationship including positive working alliances with clients and colleagues); the ability to use a theoretical system that explains aetiology and remediation of psychological, social or organizational problems; the ability to design and/or plan preventative, developmental or remedial interventions to achieve the best possible outcomes; formulation of treatment plans, goals and strategies for intervention including the ability to justify the link between diagnosis formulation and intervention chosen. This includes justifying the link between diagnosis formulation and the intervention chosen; and familiarity with a range of intervention techniques and strategies and is demonstrated through a range of competency-based classroom activities, and particularly the virtual learning (Avatar) activity.

5.1.12(e) Research and Evaluation – Through Assignment 2, this unit requires students to design interventions, therapeutic programs or other means to test hypotheses including an understanding of the principles of single case designs; and to design and implement a program evaluation.

5.1.12(f) Communication and Interpersonal Relationships – Students in this unit will develop the ability to establish and maintain constructive working relationships and in clinical settings, therapeutic alliances with clients; knowledge of theories and empirical data on professional relationships and high level oral communication and interpersonal skills in communicating effectively with clients, other psychologists, other professionals, the community; individuals, small groups and agencies from varied cultural, ethnic, religious, social and political backgrounds.

6307 Forensic Psychology for Clinicians PG 3cp

Prerequisite: Course entry requirements
Class contact: 7 full day workshops (0900-1630)
Unit Convener: Professor Doug Boer

Syllabus
This unit provides a professional basis for clinical psychologists who deal with clients in forensic contexts as part of their clinical practise. The unit aims to provide knowledge of relevant aspects of the criminal justice
and legal systems. The unit also addresses the skills required to assess and treat clients from a range of forensic client groups.

Learning Outcomes

On successful completion of this unit, students will be able to:

(a) demonstrate knowledge of the criminal justice and legal systems and awareness of issues relating to psychologists working in forensic areas, including forensic mental health, correctional psychology, and personal injury.

(b) demonstrate understanding of practical issues associated with the court system, including appearing in court, and preparing psychological reports for the court.

(c) demonstrate understanding of the principles of evidence-based practice in the design, implementation, and evaluation of assessment and intervention practices with different forensic clients.

(d) demonstrate awareness of ethical issues involved in forensic psychology practice and use of the APS Code of Ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions.

Accreditation Competencies

This unit addresses APAC specified competencies including the following including overall knowledge of the discipline [Knowledge 5.1.12(a)] especially the assessment of “dysfunctional behaviour, psychopathology, the cultural bases of behaviour and organizational systems”. There is a focus on tests and in class competencies address assessment and interviewing skills such as interpreting test profiles and case studies in small groups. The design of psychological interventions is discussed in class and tested in the all three executive summary assignments. The APS code of conduct [Ethical 5.1.12(b)] is part of a number of class competencies including one related to writing legal reports. The importance of privacy and confidentiality is discussed in the legal context. The 3rd assignment addresses a family with Islamic cultural and religious conflict. This assignment also demonstrates the need for cultural sensitivity and an awareness of systems in reporting to courts. There are in-class role plays with a focus on interview and assessment skills [Assessment 5.1.12(c)]. The first two written assignments ask for full diagnosis according to DSM-5 with differential diagnosis and justification. Report writing is a major focus of this teaching unit. In the executive summary assignments the expectation is that students will clearly link formulation to their proposed treatment plan [Intervention 5.1.12(d)]. There is an expectation that students will apply their skills in clinical assessment with the legal codes and expectations of the legal system in the assignments.

6308 Health Psychology for Clinicians PG

3cp

Prerequisite: Course entry requirements
Class contact: 7 full day workshops (0900-1630)
Unit Convener: Dr Peter Chamberlain
Syllabus

This unit aims to increase the students' ability to conceptualise specific health problems from a biopsychosocial perspective. The unit also addresses issues from both a Clinical Health Psychology and Health Promotion perspective.

Learning Outcomes

On successful completion of this unit, students will be able to:
(a) demonstrate knowledge of the areas of health in which psychological practitioners work, including behavioural medicine, rehabilitation, and health promotion;
(b) demonstrate knowledge of and practice in accessing the research findings regarding the interaction of psychological, biological, and social factors in health problems;
(c) demonstrate knowledge of and practice in the use of relevant psychological assessment and intervention approaches in both acute and chronic conditions; and
(d) demonstrate awareness of potential ethical issues in psychological practise in health psychology.

Accreditation Competencies

This unit addresses APAC specified competencies including the following:

5.1.12(b) Ethical, Legal and Professional Matters – This important competency is addressed in this unit specifically through Assignment 1. Through this task, the roles of other professions and the capacity to report to other professionals appropriately and to work collaboratively examined through a learning journal which includes an interview with a health professional from another discipline.

5.1.12(d) Intervention Strategies – Students undertaking this unit will develop superior interpersonal skills through a group in-class project as part of assessment task 1. This will provide the opportunity to work together, and especially within a multi-disciplinary team to provide the best outcomes for clients. This task includes the opportunity to interview a health professional from another discipline to encourage better understanding of inter disciplinary teams.

5.1.12(f) Communication and Interpersonal Relationships – Students in this unit will develop the ability to establish and maintain constructive working relationships and in clinical settings, therapeutic alliances with clients; knowledge of theories and empirical data on professional relationships and high level oral communication and interpersonal skills in communicating effectively with clients, other psychologists, other professionals, the community; individuals, small groups and agencies from varied cultural, ethnic, religious, social and political backgrounds.
6309 Research Project – Preparation PG

Prerequisite: Course entry requirements
Class contact: By arrangement with supervisor
Unit Convener: Professor Helen Berry

Syllabus
This unit involves the first stage of the research thesis component of the course. Working with a research supervisor, the student will identify a suitable research question (or set of questions) and complete a literature review.

Learning Outcomes
On successful completion of this unit, students will be able to:
(a) critically review the psychological literature relevant to their research;
(b) identify suitable questions to be addressed in psychological research; and
(c) demonstrate awareness of potential ethical issues involved in psychological research and understanding of and practise in using the APS Code of Ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions.

Accreditation Competencies
This unit is one of 4 research thesis units. See the competencies listed in the unit 6012 Master of Psychology Thesis below.

6310 Research Project – Implementation PG

Prerequisite: 6309 Research Project Preparation PG
Class contact: By arrangement with supervisor
Unit Convener: Professor Helen

Syllabus
This unit involves the second stage of the research thesis component of the course. Working with a research supervisor, the student will design a research study, and, if necessary, submit the research proposal to the Human Research Ethics Committee for approval. Also included in a series of flexible learning statistical modules to be completed, together with 12 hours of workshop presentations on statistical methodology.

Learning Outcomes
On successful completion of this unit, students will be able to:
(a) conduct psychological research, including research design and obtaining ethics approval;
(b) demonstrate awareness of potential ethical issues involved in psychological research and understanding of and practise in using the
APSC Code of Ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions.

Accreditation Competencies
This unit is one of 4 research thesis units. See the competencies listed in the unit 6012 Master of Psychology Thesis below.

6311 Research Project – Data Analysis PG 3cp

Prerequisite: 6311 Research Project Implementation PG
Class contact: By arrangement with supervisor
Unit Convener: Professor Helen

Syllabus
This unit involves the third stage of the research thesis component of the course. Working with a research supervisor, the student will finalise data collection, analyse the data collected and interpret the outcome of the study.

Learning Outcomes
On successful completion of this unit, students will be able to:
(a) select and apply appropriate quantitative or qualitative techniques for data analysis and interpret the results appropriately;
(b) demonstrate awareness of potential ethical issues involved in psychological research and understanding of and practice in using the APSC Code of Ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions.

Accreditation Competencies
This unit is one of 4 research thesis units. See the competencies listed in the unit 6012 Master of Psychology Thesis below.

10075 Master of Psychology Thesis PG 6cp

Prerequisite: 6311 Research Project Data Analysis PG
Class contact: By arrangement with supervisor
Unit Convener: Professor Helen Berry

Syllabus
This unit involves the final stage of the research project and thesis component of the course. Working with a research supervisor, the student will write and submit a thesis in the appropriate journal article format which, following APA style, reports the research study conducted in the three previous units.

Learning Outcomes
On successful completion of the unit, students will be able to:
(a) report the outcome of psychological research in the form of a journal article, and;
(b) relate the outcomes of a psychological research study to the existing literature and further research possibilities, and
(c) demonstrate and understanding of statistical procedures and methodologies.

Accreditation Competencies

Relevant to the research thesis units 6309 - 6312

5.1.12(a) Knowledge of the Discipline - Overall knowledge of the discipline underpins all of the other capabilities and includes knowledge of psychological principles, professional ethics and standards, theories of individual and systemic functioning and change, dysfunctional behaviour, psychopathology, the cultural bases of behaviour and organisational systems. Through this unit students are able to review and discuss major methods of psychological investigation and techniques of measurement, and
- Review psychological literature relevant to research study
- Demonstrate awareness of ethical issues
- Conduct psychological research and complete ethics applications through demonstrated awareness of ethical issues.

5.1.12(e) Research and Evaluation – This competency area is addressed through the design and implementation of research projects, including program evaluation; collecting, recording, and analysing responses to interventions or therapeutic programs; the use of qualitative and quantitative methods, skilled analysis of data, and the ability to draw accurate research inferences; and critical evaluation of the effectiveness of interventions and programs. Students will demonstrate this through the writing and submission of their thesis, building on work undertaken in earlier research units (6309, 6310 and 6311), relating the outcomes of a psychological research study to the existing literature and further research possibilities and reporting the outcomes of psychological research in the form of a journal article.

6313 Practicum Placement 1 PG 3cp

Prerequisites: Course entry requirements, registration to practise as a psychologist under supervision within Australia.
- Completion of the summer intensive units: Professional Psychological Practice, and Introduction to Assessment and Intervention.
- Completion of, or enrolment in, EBTA Adult, and EBTC Child, Adolescents and Families.

Co-requisite: Completion or enrolment in one of the clinical specialist units (EBT of Problems in Adults 1, EBT of Problems in Adults 2, EBT of Problems in Children, Adolescents & Families, or Health Psychology for Clinicians)

Class contact: By arrangement with supervisor

Unit convener: Dr Monika Skjerpe
Syllabus

This unit involves students beginning their practicum placements in the Psychology Clinic within the University of Canberra Faculty of Health Clinic.

Learning Outcomes

On successful completion of this unit, students will be able to do the following:

(a) practise as a psychologist including scheduling appointments, contacting clients;
(b) conduct effective telephone screening interviews;
(c) undertake psychological assessment via a range of strategies, including using psychological tests;
(d) apply a range of therapeutic interventions;
(e) deal professionally with clients and with other professionals, and;
(f) demonstrate awareness of potential ethical issues involved in psychological practice and use the APS code of ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions.

Accreditation Competencies

This unit addresses APAC specified competencies including the assessment of “dysfunctional behaviour” in children, adolescents and families, the use of appropriate evidence-based interventions/therapy. There is a focus on practical application of knowledge and skills learned in other courses in the program, and several workshops in administration, analysis and interpretation of psychometric tests are held at the commencement of the first placement to assist students to practise these skills. Assessment Club is also held – and provides students with an opportunity to discuss questions pertaining to the assessment of clients seen. Weekly individual and group supervision provides students with the monitoring and also opportunities to reflect on both assessment and therapy. The APS Code of Ethics and Ethical Guidelines are adhered to in clinical and the importance of privacy and confidentiality is stressed during supervision. Log Book Records are closely monitored.

6314 Practicum Placement 2 PG 3cp

Prerequisites: Practicum Placement 1
Class contact: By arrangement with supervisor
Unit convener: Dr Monica Skjerve

Syllabus

This unit involves students beginning their practicum placements in the Psychology Clinic within the University of Canberra Faculty of Health Clinic.
Learning Outcomes
On successful completion of this unit, students will be able to do the following:
(a) practise as a psychologist including scheduling appointments, contacting clients;
(b) conduct effective telephone screening interviews;
(c) undertake psychological assessment via a range of strategies, including using psychological tests;
(d) apply a range of therapeutic interventions;
(e) deal professionally with clients and with other professionals, and;
(f) demonstrate awareness of potential ethical issues involved in psychological practise and use the APS code of ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions.

Accreditation Competencies
This unit addresses APAC specified competencies including the assessment of “dysfunctional behaviour” in children, adolescents and families, and the use of appropriate evidence-based interventions/therapy. There is a focus on practical application of knowledge and skills learned in other courses in the program, and students are still able to attend any workshops conducted in administration, analysis and interpretation of psychometric tests. Assessment Club is also held – and provides students with an opportunity to discuss questions pertaining to the assessment of clients seen. Weekly individual and group supervision provides students with the monitoring and also opportunities to reflect on both assessment and therapy. The APSCoDe of EthicS and Ethical Guidelines are adhered to in clinical and the importance of privacy and confidentiality is stressed during supervision. Log Book Records are closely monitored.

6315 and 6316 Practicum Placement 3 and 4 PG 3cp (each)

Prerequisites: Practicum Placements 1 and 2
Class contact: By arrangement with supervisor
Unit Convener: Dr Kristen Murray

Syllabus
This unit involves students beginning their external practicum placements, working under supervision in a suitable psychological work setting where they will gain experience in the conduct of the psychological services provided at that location. Students are encouraged to choose a diverse range of placements in order to gain a broad experience.

Learning Outcomes
On successful completion of this unit, students will be able to:
(a) practice as a psychologist including scheduling appointments, contacting clients;
(b) conduct effective telephone screening interviews;
(c) undertake psychological assessment via a range of strategies, including using psychological tests;
(d) apply a range of therapeutic interventions;
(e) deal professionally with clients and with other professionals, and;
(f) demonstrate awareness of potential ethical issues involved in psychological practice and use the APS code of ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions.

Accreditation Competencies

This unit addresses the APAC specified competencies including the following:

5.1.12(a): Knowledge of the discipline. Specifically, designing and implementing psychological interventions.

5.1.12(b): Ethical, legal and professional matters. Specifically, learning to work in a professional organisation where psychological work is undertaken.

5.1.12(c): Psychological assessment and measurement. Specifically, using relevant psychometric tests, administration, interpretation and report writing. Using assessment tools to diagnose and undertake case formulations.

5.1.12(d): Intervention strategies. Specifically, engaging in activities that promote, restore, sustain and enhance a sense of well-being in individuals and groups and chooses appropriate intervention and/or prevention strategies to children and adults and evaluate their outcome and effectiveness.

5.1.12(e): Research & Evaluation. Specifically literature reviews and evaluation and their application to assessment and intervention specific to a student’s placement site and type of client work.

5.1.12(f): Communication and interpersonal relationships. Specifically, communicating with a range of professionals and in both written and oral formats and responding appropriately to meet the needs of the organisation and individuals.

8018 Doctoral Thesis in Clinical Psychology R 72cp

Prerequisite: Course entry requirements
Class contact: By arrangement with supervisor
Unit Convener: Professor Peter Hassmen

Syllabus

Candidates are required to undertake original research resulting in a significant contribution to knowledge or understanding and/or the
application of knowledge within a designated area of study within the field of clinical psychology.

Learning Outcomes
To successfully complete the doctoral thesis in clinical psychology candidates will:
(a) develop independent research skills within the field of clinical psychology;
(b) formulate a research problem or issue;
(c) select and use appropriate conceptual and methodological skills, and;
(d) prepare a substantial and well-ordered thesis demonstrating a thorough understanding of the state of knowledge in the area of inquiry and the relationship of the research to the broader framework of the field(s) of study.
**DISCIPLINE RESOURCES**

**Technical Resources**
The staff of the Centre will be able to advise you on the technical aspects of your research, such as the conduct of online experiments and surveys, audio-visual recording, and access to computers. Through your supervisor, you can access the services of the University’s Information Technology Management staff.

**Data Analysis Resources**
There is a Psychology computer laboratory (10A23a) equipped with computers running a variety of software programs, including SPSS for Windows. Note that SPSS is available on all UC computers which use the student image. You may use this laboratory to undertake data analysis at times when it is not required for teaching.

**Test Library**
The Centre has a Test Library (located near the Psychology Clinic in the Health Hub Building 28) with an extensive collection of professional psychological tests. Tests can be borrowed for professional training purposes via the discipline’s Test Library Assistant. More information about the strict procedures for accessing and the ethical use of test materials is available from the Director of the Psychology Clinic. The majority of tests have special user requirements, e.g., they may not be used by non-psychologists. Copyrighted test materials are not to be copied.

For most research purposes, it is often more suitable to use research measures published in journal articles; these measures tend to be much shorter and have no specified requirements for user qualifications. Authors of these measures are likely to allow photocopying for research use where permission is sought.

**Research Space**
Space is made available each year for research activity—ask your supervisor what is currently available. Room 12D4 is also available but is not resourced with computers.

**Availability of Past Theses**
Theses from past students are available for perusal by arrangement with the Administrative Officer. They cannot be borrowed or removed.

**Reference Resources**
Students will be required to read extensively for their coursework and research projects. In addition to the University of Canberra library, students may also use the ANU library and the National Library. As a postgraduate student of UC, students are eligible for Category C borrowing at ANU on presentation of
a letter verifying the student’s status from the course convener. Please ask the Psychology Administrative Officer to organise a letter of verification for you.

**PROFESSIONAL PRACTICE**

The acquisition, development, and refinement of the skills necessary to work as a scientist-practitioner clinical psychologist are important components of the MCP and PhD (Clin Psych) degrees at the University of Canberra.

In accordance with accreditation guidelines, successful completion of the professional practice requirements of the degree entail the accumulation of a minimum of 1000 placement hours. Of these, a minimum of 400 hours must be face-to-face client contact and a minimum of 180 hours must be spent in supervision (maximum of 90 hours can be in group supervision, the rest in individual). Furthermore, a range of experiences in a variety of different settings are provided over the duration of the degree with up to two placements at the University of Canberra Psychology Clinic.

APAC guidelines permit credit to be approved for one placement unit for work that is currently being undertaken, provided the work meets certain requirements. Application for placement credit must be in writing to the course convener. Credit can only be given for one of the units from 6314, 6315, and 6316. Credit for unit 6313 cannot be approved. In the written application, state that you are applying for 250 hours credit for one placement unit. Furthermore, provide the following:

- Information about the nature of the work you do and your position (title) in this employment. Demonstrate that the work you do would ordinarily be undertaken by a qualified psychologist and that this work is of direct relevance to the program of study in the Master of Clinical Psychology degree;
- Logs of the casework and supervision hours you have completed, and;
- Details of your supervisor (including your supervisor’s curriculum vitae) and the nature and amount of supervision provided.

This section provides general, introductory information to the practical component of the degree along with details about where more specific information can be located.

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*Throughout this section general information will be provided and, where appropriate, references will be made to the UC Psychology Clinic Manual and the Unit Outline for more specific information. Also see the Faculty of Health Clinical Handbook. (http://www.canberra.edu.au/faculties/health/attachments/pdf_folder/FacHealth_ClinHandbook.pdf) for general information about external placement experiences.*
Initial Supervision at the UC Psychology Clinic

The UC Psychology Clinic is a dynamic and innovative facility offering evidence-based psychological services to adults, adolescents, and children in the Canberra community. Individual assessments of areas such as intelligence, memory, and general cognitive functioning are conducted as well as individual and couple psychotherapy. Additionally, the clinic also runs the Cool Kids group anxiety program.

Aims

Initial supervision at the UC Psychology Clinic aims to provide a range of clinical experiences including individual and group treatment programs as well as psychological and neuropsychological assessments for both children and adults. For details regarding specific learning outcomes, see the information for 6313 provided in the Unit Descriptions section of this handbook.

Purposes

Supervision at the UC Psychology Clinic concerns the establishment and assessment of core competencies necessary for the effective and ethical conduct of professional psychological practice. A comprehensive skill-building program emphasising a problem-formulation and hypothesis testing approach to treatment precedes the commencement of the first placement. For example, during this program students will learn to competently assess for risk of suicide and self-harm as well as conducting initial assessment interviews. This program is conducted under the close supervision of the clinical staff to ensure that an adequate knowledge of clinical theory and practice is demonstrated prior to commencing casework.

Another purpose of the initial placement experience is to orient and introduce students to the operation and management of the general day to day functioning of a psychology clinic. For example, students will learn to take telephone referrals and will also learn to use the Front Desk software package for client appointment booking and general clinic scheduling.

Although up to two of the four placement experiences can be provided at the UC Psychology Clinic, they are considered to be different in emphasis and scope. Whereas the first unit focuses on providing a firm foundation in basic clinical skills and knowledge, the second unit is more comparable to the third and fourth units in encouraging and promoting the development of autonomous and independent scientist-practitioner clinical psychologists. If a student already has registration as a generalist psychologist there is greater flexibility in only requiring one placement at the UC clinic (though a total of four placements is still required).

For more information regarding the placements at the Clinic, refer to the UC Psychology Clinic Manual which is available from the Clinic Director, Dr Monica Skjerve.
Requirements
The requirements of the placement are detailed in the UC Psychology Clinic Manual which is available from the Clinic Director Dr Monica Skjerve.

Responsibilities
For professional practice experiences to proceed satisfactorily it is important for those involved in the experiences to be aware of their specific responsibilities. The main areas of responsibility lie with the supervisor and the student undertaking the practicum.

Supervisor
The supervisor is responsible for the range of learning experiences made available to the student during the placement. They will negotiate caseloads and case variety with the student based on the student's level of experience and expertise. Furthermore, they will monitor the student's progress and will address issues that arise. The supervisor will assess the student's knowledge and skill development over the course of the placement and will provide a written report at the end of the placement.

For details of specific supervisor responsibilities see the UC Psychology Clinic Manual. Further information is also provided earlier in this document in the "Introduction to the Course" section.

Student
The student is responsible for the extent to which he or she engages in the learning experiences afforded during the placement. The student is responsible for maintaining general standards of professional practice such as punctuality and attire as well as learning and observing appropriate standards of ethical conduct. They are also responsible for providing feedback to his or her supervisor about their placement experience.

For details of specific student responsibilities see the UC Psychology Clinic Manual. Further information is also provided earlier in this document in the "Introduction to the Course" section.

Methods
A variety of methods will be used to promote learning and development during the placement. We are fortunate to have excellent clinic facilities, such as video recording facilities in clinic rooms to assist in this process. Methods will vary depending on situational variables such as the expertise of the supervisor, the experience of the student, and the demands of the task but a focus on individual development is a priority. The UC Psychology Clinic Manual as well as the Unit Outlines will provide more information regarding particular methods used during the placements.
Log Keeping
A coherent and systematic record of casework and supervision is an important aspect of the professional practise component of the MCP and PhD (Clin Psych) degrees. Details of the log keeping required, along with examples of the form to be used, are provided in the UC Psychology Clinic Manual.

Assessment Procedures
The final grade awarded for successful completion of the professional practise units is an ungraded pass. The procedures used to assess a student’s level of attainment during the first practise experience are described in detail in the Unit Outline for unit 6313. An oral exam is required at the end of Practicum 2.

Guidelines for Field Placement Training
Once the initial skill-building unit has been successfully completed it is considered essential to provide trainees with clinical experiences that are characterised by breadth and depth. Breadth of experience will involve ensuring that the three subsequent professional practise units incorporate a wide range of client problems, varying ages and settings, and a diversity of clinical skills required. Depth of experience entails arranging placements that are of sufficient duration that the student is able to assume responsibility for a number of client cases.

Course Requirements
Field placements are a compulsory component of the MCP and PhD (Clin Psych) degrees. Successful completion of the units is necessary for graduation. For details about each unit see the 6314, 6315, and 6316 unit outlines which are available from the unit conveners. Unit conveners are identified with each unit in the “Unit Descriptions” section of this handbook.

Organisation and Administration of Placements
The overall organisation and administration of the placements is the ultimate responsibility of the unit conveners in consultation with the University’s Placement Office. Consult the unit outlines mentioned in the paragraph above for more information.

Nature and Requirements of the Supervisory Contract
Clinical Placement Contracts are arranged with each field placement site that is external to the university. Details of the contracts as well as information regarding the organisations and groups with whom contracts are currently held are available from the course convener.

Accreditation guidelines state that all field supervisors must be endorsed clinical psychologists or eligible for membership of the APSC College of Clinical Psychologists and, additionally, should have at least two years full time experience as a psychologist. Also, field supervisors should provide a current curriculum vitae to the course convener and, during the placement, the
equivalent of one hour of direct supervision for each full day on placement is specified.

The Supervisory Process
Effective supervision is an essential component of rewarding professional placement experiences. The Clinical Team have been trained through AHPRA supervision workshops and are Psychology Board of Australia qualified to provide clinical supervision.

Useful information about the supervisory process can be found in the unit outlines for the units 6313, 6314, 6315, and 6316 and also the UC Psychology Clinic Manual. The Faculty of Health Clinical Handbook 2008 (http://www.canberra.edu.au/faculties/health/attachments/pdf_folder/FacHealthClinHandbook.pdf) also provides valuable information about promoting teaching and learning in clinical settings.

Responsibilities
Many of the responsibilities for the student and field supervisor will be the same as for the student and the supervisor for the first placement.

Field Supervisor
Many of the main responsibilities have already been specified such as providing the equivalent of one hour of direct supervision for each full day on placement. Other responsibilities are specified in the UC Psychology Clinic Manual. A particularly important responsibility on these placements is to conduct a mid-placement review with the student. The review is conducted between the field supervisor and the student. At this review the student’s progress in terms of the placement objectives is discussed and, based on this discussion, activities for the remainder of the placement are planned. An end-of-placement review is conducted at the end of the placement. For more information about these reviews consult the unit outlines for 6313, 6314, 6315, and 6316. It is also the field supervisor’s responsibility to identify and raise issues or problems at the earliest opportunity so that they might be satisfactorily resolved. Where there are problems with the student’s performance these issues should first be discussed with the student and then with the unit convener if the matter is unable to be resolved.

UC Unit Convener
The convener of the external practicum placement units is responsible for liaising directly with all field supervisors and for ensuring that students have an appropriate range of placement experiences. Additionally, the Clinical College Guidelines specify that each placement site should be visited at least once during the placement and, ideally, at the mid-point of the placement. The unit convener is also responsible for signing the field placement contract (see below) once it has been negotiated between the field supervisor and the student. The unit convener should also communicate with the field supervisor and the student regarding the mid-placement and end-of-placement review and should be the first point of contact should any problems arise on the placement.
Student
The responsibilities of the student will largely be those that are specified in the UC Psychology Clinic Manual and also the unit outline. Any other responsibilities that may be specific to particular placement settings should be discussed between the field supervisor and the student at the beginning of the placement. It is also the student's responsibility to raise issues or identify problems as early as possible. Usually, the problems would be raised with the field supervisor initially, however, where this is difficult or impractical, the unit convener should be contacted.

Field Placement Contract
At the beginning of the field placement, a contract is negotiated between the student and the supervisor. The contract should specify the objectives for the placement including the activities to be covered, the skills to be developed, and the method by which the student's progress will be assessed. The contract is signed by the student, the supervisor and the Unit Convener.

Assessment Procedures
The same grading system that is used for 6313 will be used for 6314, 6315, and 6316. Consult the unit outlines for specific assessment requirements and procedures.

Student Log Book Requirements
Student logbook requirements for field placements are similar to the requirements for the log book requirements for the first placement. See the unit outlines for more details.
Australian Psychological Society

College Course Approval Guidelines for Postgraduate Professional Courses

February 2013

Available from http://www.psychology.org.au/academic/course-approval