



Centre for Applied Psychology



**UNIVERSITY OF  
CANBERRA**

Australia's Capital University

**UNIVERSITY OF CANBERRA**  
**Faculty of Health**

# Handbook for **Postgraduate Clinical Psychology**

## **2012**

**MCP Course Convenor:** Assoc Prof Bruce Stevens

Phone: 0403 529773 (leave voice messages)

Email: [Bruce.Stevens@canberra.edu.au](mailto:Bruce.Stevens@canberra.edu.au)

**PhD Clinical Course Convenor:** Professor Anita Mak

Email: [Anita.Mak@canberra.edu.au](mailto:Anita.Mak@canberra.edu.au)

Version of Handbook: April 2012

# WELCOME

It is a very great pleasure to welcome you to the postgraduate clinical psychology program at the University of Canberra incorporating the Master of Clinical Psychology (MCP; 742AA) and the Doctor of Philosophy in Clinical Psychology (PhD (Clin Psych); 958AA) degrees. Surely one of the greatest scientific pursuits must be the accurate understanding of the process of living. For this task, psychology has a key role. It is difficult, in fact, to think of areas of human endeavour where issues such as behaviour, motivation, and attitudes are not important. Most of the intractable problems of humanity are psychological problems in essence.

Clinical psychology, therefore, is fundamentally important. In modern society, the training of clinical psychologists enables them to play key roles in understanding and treating psychological distress 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 high quality and rigorous training. The model of training specified by the Australian Psychological Society is the scientist-practitioner model and the staff at the University of Canberra strongly endorse this model both theoretically and practically. It is our intention throughout the postgraduate clinical program to not only help you to develop high quality clinical skills but also to acquire attitudes of self-evaluation, skepticism, and curiosity that provide the basis for a scientific perspective.

For whichever degree you undertake, we hope you will find your experience challenging, stimulating, and exciting. Most of all I 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.

Anita Mak, MSocSc (Clin Psych), PhD, MAPS  
Head of Psychology, PhD Clinical Convenor

## 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 Australian Psychological Society (APS) at the undergraduate and postgraduate level. The staff within the centre are engaged in a range of applied research and teaching in fields such as psychotherapy, clinical health psychology, cognitive behavioural therapy, counselling, stress and coping, alcohol and substance use, and youth mental health.

Below are listed the current 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 2011.

Dr Tricia Brown	Social psychology, organisational behaviour, prejudice and stereotypes.
Dr Stuart Cathcart	Pain mechanisms and management, sports psychology, mindfulness, and stress
A/Prof Pam Connor	Research in complex PTSD and her other interests are in child abuse, attachment, Autism/Aspergers' Disorder, Learning Disorders, Conversion Disorders, and somatisation.
Dr Janie Busby Grant	Episodic memory and planning, epidemiology of common mental disorders, and ethical implications of randomised controlled trials.
Dr Amanda George	Psychopharmacology, substance use and mental health co-morbidity, the role of alcohol and illicit substances in personality and cognitive performance.
Dr Diana Grace	Young children's understanding of social categories, and work-life balance among men and women.
Dr. Vicki Knott	Health psychology, gastroenterology, psycho-oncology incorporating prevention, screening, survivorship, return to work, doctor-patient communication.
Dr Vivienne Lewis	Clinical psychology, body image, wellbeing.

Dr Lynne McCormack	Qualitative research, complex trauma, psychological growth following exposure to war and genocide.
A/Prof L. Magor-Blatch	Substance use issues, third generation CBT therapies, mindfulness and motivational Interviewing .
Prof Anita Mak	Acculturation, work stress, social anxiety, adolescent depression and problem behaviours, diversity attitudes, intercultural social skills training.
A/Prof Stephen Moston	Forensic psychology (especially police interrogation techniques & eyewitness testimony), sports anti-doping.
Dr James Neill	Adolescent coping, self-concept, program evaluation.
Ms Lisa Oxman	Dialectical behaviour therapy, child & adolescent mental health, suicide & self-harming behaviour, acceptance & commitment therapy.
Prof Debra Rickwood	Adolescence, help-seeking, relapse prevention for mental illness, mental health promotion.
A/Prof Bruce Stevens	Schema therapy, personality disorders, auto-ethnographic research, psychoanalytic psychotherapy and spirituality.
Dr Thea Vanags	Verbal overshadowing, false memory, eye-witness testimony, applied memory research.

It is expected that more academic staff will join the Centre in 2012.

For staff biographies, recent publications and thesis topics supervised, visit [www.canberra.edu.au/faculties/health/psychology/psychology-staff](http://www.canberra.edu.au/faculties/health/psychology/psychology-staff).

# INTRODUCTION

The MCP and the PhD (Clin Psych)<sup>1</sup>:

- (a) train psychology graduates to work as clinical psychologists;
- (b) provide the 5<sup>th</sup> and 6<sup>th</sup> 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.

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 the APAC Guidelines, students in the MCP degree will complete a clinical research project, four practicum placements, and eight coursework units.

Students in the PhD (Clin Psych) degree<sup>1</sup> will complete the same four practicum placements and eight 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 would strongly recommend that PhD students do a year of full-time research prior to clinical training with teaching units and clinical placements.

## **Duration**

---

<sup>1</sup> It should be noted that while the MCP is fully accredited by APAC and approved by the APS, the PhD (Clin Psych) is a newer offering currently given provisional accreditation by APAC, pending the graduation of the first cohort of students completing the course.

The MCP requires two years of full-time study or the part-time equivalent.

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.

Intending students should know that undertaking either of these degrees is demanding and should gauge their enrolment in light of other commitments.

### **Entrance Requirements**

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

- (a) a four-year sequence in psychology (preferably completed in the last 10 years) accredited by the Australian Psychology Accreditation Council (APAC) and approved by the Australian Psychological Society (APS);
- (b) a grade point average of 5.0 or better in the final year of the four year sequence;
- (c) two referees' reports (Referee Report Forms available from <http://www.canberra.edu.au/student-services/attachments/forms/refs-proforma.pdf>);
- (d) an interview may be required;
- (e) 1<sup>st</sup> or IIA standard in their 4th year psychology Honours or Graduate Diploma course or the equivalent of this.

Evidence of research training and aptitude for research is also required.

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

### **Prerequisites**

Prior to commencement of the MCP or PhD (Clin Psych), students must obtain registration to practise as an intern psychologist under supervision from the Psychology Board of Australia as well as a satisfactory Federal Police report.

## Applications

Applications from domestic students for intake at the beginning of an academic year should be directed to the University Admissions Centre ([www.uac.edu.au](http://www.uac.edu.au)) by 28<sup>th</sup> October of the previous year. Domestic and international students can also lodge online direct applications to the University of Canberra ([www.canberra.edu.au](http://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 [study@canberra.edu.au](mailto:study@canberra.edu.au)). International students should enquire about the administrative aspects of admissions via [international@canberra.edu.au](mailto:international@canberra.edu.au).

Please note that the MCP and PhD (Clin Psych) degrees are commenced 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.

### **Contact Persons**

You can contact the Psychology Administration Officer on (02) 6201 2653 or email [psychology.admin@canberra.edu.au](mailto:psychology.admin@canberra.edu.au), for course enquiries. Admissions enquiries can be directed to Dr Bruce Stevens, (02) 62012299 (don't leave a message). He would prefer you to call 0403529773 and leave a message, or email contact [Bruce.Stevens@canberra.edu.au](mailto:Bruce.Stevens@canberra.edu.au). For information about specific units, please contact the appropriate unit convenor.

### **Cost**

For students commencing in the Master of Clinical Psychology course in 2012, the annual course fee will be \$21,200 for a full-time domestic student, and \$32,350 for an international student.

There will also be up to 18 Commonwealth Supported Places (CSP) available for domestic students commencing the Master of Clinical Psychology course in 2012. Consideration for CSP offers will be based on academic merit. Candidates being considered for CSP offers will have a First Class or a Second Class Division A Honours Degree in Psychology, with a Distinction grade or above for their Honours thesis, from an Australian university within the past 5 years.

For more information contact the University's HECS, PELS and Fees Office, phone (02) 6201 2616/5366.

Fees can be found here: <http://www.canberra.edu.au/student-services/fees/domestic-postgraduate-tuition-fee-rates>

## **Assessment**

A variety of methods of assessment will be used throughout the course. Because of a focus towards competency-based learning, grades are not awarded at the completion of units. 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).

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. An attitude of self-evaluation will also be encouraged and promoted throughout the course. The clinical team is also considering an oral exam based on case material at the end of Practicum 2. This will be on a pass-fail basis, with a student being placed on probation until the oral exam can be successfully passed (another opportunity will be provided within 6 months).

## **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 assumed that high levels of self-motivation, self-directed learning, initiative, and autonomy and independence are necessary.

## **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. 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 will 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 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 faculty provide regular opportunities for individual and group supervision. There are opportunities for group supervision for students doing Practicum 3-4 when external supervisors in some placements might not meet the full criteria of the Clinical College 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 convenor or supervisor is the first person to consult. If this does not provide a satisfactory or appropriate (or both) result then the course convenor or head of discipline may be able to help.

### ***University of Canberra Psychology Courses Advisory Group (CAG)***

An Advisory Group meets bi-annually to monitor and assess all aspects of the courses in psychology including the MCP and PhD (Clinical). It is a new forum beginning in 2011 to consider emerging needs and any issues related to performance and improvement in our Bachelor's, fourth year (honours), Masters and PhD courses. Membership of the CAG need not be static but, at any one time, will include representatives of the academic staff, student representatives, representatives from the placement facilities, and representatives from future employment agencies. A list of current members and meeting dates can be obtained from the chair A/Prof Pam Connor. Any member of the Advisory Group can be approached to discuss aspects of any of the courses.

## THE CLINICAL TEAM

**Associate Prof Pam Connor** D. H. Sc. (Psychology), Deakin University, MAPS

### Responsibilities

- Psychology Intern Clinic Director
- External Practicum Placement Convener
- Unit convenor of MCP units
- Clinical supervision

### Biography

Dr Connor's employment history spans 38 years. She commenced her career at the University of Canberra during the 1980's and is very happy to be returning to a familiar place!

Prior to taking up a position at UC, Dr Connor was employed as Director of the Psychology and Social Work Department at Calvary Healthcare ACT, an acute healthcare setting. Her role here involved clinical practice, as well as managing and supervising the clinical work undertaken in this Department, and overseeing the supervision of students from local and interstate Universities. Prior to her employment at Calvary, Dr Connor was employed as the Implementation Manager for the Intensive Treatment and Support Program (ITAS), Disability ACT, developing and implementing an intensive treatment and support program for 21 individuals identified as having a dual diagnosis (mental health/disability). She was previously employed over several years as a Senior Practitioner for Care and Protection Services, (Office of Children, Youth and Family Support), providing a consultative service to other staff members regarding complex cases. Dr Connor was also Senior Psychologist in the Assessment Unit of Family Services, undertaking voluntary and court ordered assessments of adults, children and families. She has been employed as a Psychologist and mediator with the Family Court Mediation Service; and as a Psychologist with Child and Adolescent Mental Health Services (CAMHS) and Adult Mental Health Service.

Over the past 11 years, Dr Connor has also undertaken clinical psychological practice in her own private practice (Pam Connor & Associates). The work undertaken for her practice has comprised a range of services: psychological assessment for individuals (on referral from community organizations, health practitioners, and legal firms); cognitive and educational assessments; Autism Spectrum Disorder/Aspergers' assessments; family and individual assessments for both the Family Court and Magistrates Court (she is a registered as an accredited assessor with both courts); and individual therapy and counselling services for individuals and families.

Dr Connor's predominant research interest has been in the field of Complex Post Traumatic Stress Disorder, her Doctoral research involving the development, implementation and evaluation of a treatment program for adults who had suffered long-term and multiple trauma experiences during their childhood or adult years. Dr. Connor's strong interest in complex trauma presentations led to her involvement in the Australian Society for Traumatic Stress Studies (ASTSS) over several years, and she was formerly on the National Executive of this body.

Dr Connor has recently been appointed as the representative for the local Branch of the APS with the ACT Division of General Practice, and was elected to the ACT Registration Board in November 2009. She continues her representative role in the Australian Health Practitioners Regional Authority (AHPRA). Dr Connor has also been involved on the ACT Branch Committee of the Australian Psychological Society (APS) for the past nine years, and has been the Committee Secretary for the past six years.

### **Dr Vivienne Lewis MAPS; MAPSCCP**

Assistant Professor

B.Psych; D.Psych (Murdoch University)

#### Responsibilities

- Unit convenor of MCP and Undergraduate units

- Group facilitator in Psychology Intern Clinic

- Clinical supervision

#### Biography

Dr Lewis is an assistant professor and practicing psychologist (clinical) who specialises in body image, a person's perception of, attitudes and feelings towards their physical body and how this relates to their well-being and mental health. She treats both men and women with eating disorders from adolescence to older age in her clinical practice. Dr Lewis is currently engaged in researching and running therapeutic groups for men and women who want to improve their body image as well as assisting parents promote positive body image in their children including prevention of eating disorders. She is also part of the National Eating Disorders Collaboration Working Group. Dr Lewis has published several papers on body image and regularly speaks in the media in regards to body image related topics and is a reviewer for several international journals. She is a passionate advocator for the promotion of acceptance of body diversity and media literacy in the prevention of eating disorders. Dr Lewis has worked clinically in Canberra and Perth with men, women and children in areas including child abuse, trauma, mental health, education, disability, substance abuse and eating disorders. Dr Lewis is the previous ACT State Chair of the Australian Psychological Society. She won a Vice Chancellor's award for teaching excellence in 2008.

**Assoc Prof Lynne Magor-Blatch** MAPS, MCFP  
B.A. (Hum. & Soc.Sci.), M.Psych (Forensic), Grad.Dip.App.Psych., Dip.Teach. (Sec)

#### Responsibilities

Unit convenor of MCP

Clinical supervision

#### Biography

Lynne's initial training was as a secondary school art teacher in Victoria. In the 1970s she journeyed to the UK, where she became involved in working with substance users in therapeutic community (TC) settings. On her return to Australia, she took up a position with the Victorian Government in Community Education and later, with the Victorian Health Department, working in drug education and prevention at school and community level.

In 1988, Lynne moved to Canberra to work within the Alcohol and Other Drug (AOD) field. She has more than 30 years experience within this area, in both the non-government and Government sectors, as a program and clinical director, policy officer, lecturer, researcher and consultant. She has worked within Mental Health as Secretariat Manager to the National Mental Health Working Group and the National Co-morbidity Taskforce, in crisis counselling and forensic services. Lynne has extensive experience in program planning and development, particularly in the area of diversion initiatives for offenders and in the establishment of programs for substance-dependent women and their children.

Lynne completed her undergraduate psychology degree at Monash University, her 4th year at the University of Canberra and her Masters in Forensic Psychology at Charles Sturt University. She is the primary author of a number of publications, training programs and treatment interventions and has presented at both national and international conferences.

Lynne continues to work as a specialist consultant to the AOD field and in private practice, and is the National Convener of the Australian Psychological Society's Psychology and Substance Use Interest Group. She is currently undertaking a PhD with the University of NSW with a study entitled: Intervention for Amphetamine-type Stimulant (ATS) use in the Therapeutic Community. This study is testing the effectiveness of a specially designed treatment intervention for ATS users, which Lynne developed and published in association with Odyssey House McGrath Foundation in 2009.

#### **Dr Monica Skjerve PhD (ANU), MAPS (Clinical)**

##### **Biography**

Monica has worked as a Clinical Psychologist in community mental health settings, emergency departments, and in private practice. She has experience in the diagnosis and treatment of a wide range of mental health issues in children, adolescents and adults. Monica started first studied undergraduate psychology at the Norwegian University of Science and Technology. She completed her Masters of

Clinical Psychology degree and her PhD at the Australian National University. Monica has an interest in neuropsychology. Research interests include the allocation of visual attention in neurologically-healthy individuals as well as object-centred visual and tactile neglect in patients with visuospatial neglect.

#### Teaching Areas

- Psychopathology
- Clinical supervision

#### Research Interests

- Viewer-, Environment-, and Object-Centred Visual and Tactile Neglect

#### Publications

Skjerve, M., Aimola Davies, A., & Smithson, M. (2008). Disambiguating viewer-, stimulus- and object- centred neglect: A new cancellation task. *Australian Journal of Psychology*, 60, Supplement 1.

#### Professional Qualifications & Memberships

- Member of the Australian Psychological Society
- Member of the Australian Psychological Society Clinical College
- Registered psychologist in Australia and Norway

#### **Ms Lisa Oxman** MCLinPsych (Wollongong) MAPS

#### Responsibilities

- Unit convenor of MCP and Undergraduate units
- Clinical supervision

#### Biography

Lisa has worked as a Clinical Psychologist in a number of settings, including Alcohol and Other Drugs Services, Adult Mental Health, and Child and Adolescent Mental Health Service. Lisa has undertaken Cognitive-Behaviour Therapy training, and has been intensively trained in Dialectical Behaviour Therapy (DBT). She 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.

**Associate Prof Bruce A. Stevens** MAPS (Clinical and Forensic Colleges), PhD (Boston University 1987))

## Responsibilities

- MCP Course convenor
- Unit convenor of MCP units
- Clinical supervision

## Biography

Bruce trained in Boston USA and began private practice after returning to Australia. This was initially part-time, while working in parish ministry as an Anglican Minister. His practice eventually became full-time when he began Canberra Clinical and Forensic Psychology in 1993. He has helped to train over 100 psychologists with clinical placements and as interns. He has taught at UC and ANU in the clinical programs since 2004 and came to UC as half-time in mid-2009. He became full-time in 2010 with one day a week private practice. He is very active in the APS having served as national convenor of the Psychoanalytic Interest Group (2002-2004) and later on the Governance Review Committee. In 2006 he became a Senior Academic Associate to Charles Sturt University in the School of Theology as part of the Public and Contextual Theology research group. He is also an Associate Professor in practical theology with Sydney College of Divinity. He presented keynote addresses to the first and third national conference of the Christianity Interest Group, and most recently at NSW Forensic Conference February 2010. He has been on national committees such as the Private Practice Reference Group and the Governance Review Committee. He is the Chair for the ACT branch of the Clinical College and is on the national executive of the College. He was instrumental in organizing the first national conference since 2003 (as Scientific Advisor) and is organizing the next conference in Sydney 2012. He gives APS sponsored professional training workshops throughout Australia, most recently on Relationship Therapy (the subject of his most recent book *Happy ever after* (2011) with Dr Malise Arnstein). He is married to Jennie with four adult children, one is a clinical psychologist and another is planning to do graduate study in clinical psychology. He has wide ranging research interests including qualitative research and experimental single case methodology using RCT.

## **Adjunct Professional Associates**

Mr Bruno Aloisi	ACT Mental Health
Mr Keith Baker	ACT Mental Health
Dr Consuelo Barreda-Hanson (Adjunct Associate Professor UC)	The Canberra Hospital
Ms Sophie Greenwood	headspace ACT
Mr Tim Grienfield	Queanbeyan Mental Health

Ms Kathy Huntly	Therapy ACT
Ms Susan Johnson	The Canberra Hospital
Mr Raymond Lynes	ACT Mental Health
Dr Sarah McPherson	Queanbeyan Mental Health
Ms Patricia Peneder	The Canberra Hospital
Dr Fiona Perrett	Child and Adolescent Mental Health, Queanbeyan
Mr John Reinhart	ACT Mental Health
Ms Marion Swetenham	The Canberra Hospital

### **Clinical Supervisors in 2012**

#### **ACT Health**

Dr Merima Isakovic –  
Amaly Khalaf –  
Dr Abi Fargher –  
Cassandra Richards –  
Dr Paulette Calabro –

#### **North Queensland Psychology Services**

Michael Sauer  
(07) 4721 2502

#### **Intellumen**

Pam Brown  
02 6230 9187

#### **Defence**

Anne Goyne

#### **Bruce Stevens Clinical and Forensic Psychology**

Bruce Stevens

Pam Connor,

#### **Pam Connor and Associates**

#### **St Vincents Palliative Care**

Adam Finch

#### **Therapy ACT (Holder - Early Childhood/School Age)**

Tej Ajur

#### **On Bundock - Counselling and Consulting Services (QLD)**

Suzy Dormer  
(07) 4724 0861

#### **Headspace**

Tim McLauchlan

#### **Queanbeyan CAMHS**

Fiona Perrett

#### **Queanbeyan Mental Health**

Andrew Staniforth

#### **Calvary Healthcare**

Robin Wood,



## COMPONENTS OF THE COURSE

The following components<sup>2</sup> comprise the MCP course:

1. Eight coursework units. These coursework units may be delivered in a variety of ways, but mostly by a weekly 3 hour lecture/workshop throughout the semester. The units are:

<b>6301</b>	<b>EBT of Problems in Adults 1</b>	<b>PG</b>	<b>3 cp</b>
<b>6302</b>	<b>EBT of Problems in Adults 2</b>	<b>PG</b>	<b>3 cp</b>
<b>8028</b>	<b>EBT Children Adolescents &amp; Families</b>	<b>PG</b>	<b>3 cp</b>
<b>6304</b>	<b>Advanced Psychological Assessment</b>	<b>PG</b>	<b>3 cp</b>
<b>6305</b>	<b>Advanced Counselling Psychology</b>	<b>PG</b>	<b>3 cp</b>
<b>6306</b>	<b>Professional Psychological Practice</b>	<b>PG</b>	<b>3 cp</b>
<b>6307</b>	<b>Forensic Psychology for Clinicians</b>	<b>PG</b>	<b>3 cp</b>
<b>6308</b>	<b>Health Psychology for Clinicians</b>	<b>PG</b>	<b>3 cp</b>

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:

<b>6309</b>	<b>Research Project – Preparation</b>	<b>PG</b>	<b>3cp</b>
<b>6310</b>	<b>Research Project – Implementation</b>	<b>PG</b>	<b>3cp</b>
<b>6311</b>	<b>Research Project – Data Analysis</b>	<b>PG</b>	<b>3cp</b>
<b>6312</b>	<b>Master of Psychology Thesis</b>	<b>PG</b>	<b>3cp</b>

---

<sup>2</sup> Note that there are no optional components to the course. All course components are compulsory.

3. Four practicum<sup>3</sup> placements. The first two placements are completed at the university clinic and the final two placements are completed within a range of facilities in the community. If the student is an already registered psychologist, he or she can choose to have one clinic placement and three external placements. The units are:

<b>6313 Practicum Placement 1</b>	<b>PG</b>	3cp
<b>6314 Practicum Placement 2</b>	<b>PG</b>	3cp
<b>6315 Practicum Placement 3</b>	<b>PG</b>	3cp
<b>6316 Practicum Placement 4</b>	<b>PG</b>	3cp

The PhD (Clin Psych) has the same coursework (units 6301 to 6308) and placement components (6313 to 6314) as the MCP. For the research component, however, instead of completing units 6309 to 6312, the **8018 Doctoral Thesis in Clinical Psychology R** will be completed.

---

<sup>3</sup> For details about practicums including documentation and assessment see the Clinic Handbook.

**Typical Full Time Course Structure - MCP**

Year 1				
Semester 1		Semester 2		
8028	EBT Children Adolescents & Families	3cp	6301 EBT of Problems in Adults 1	3cp
6306	Professional Psychological Practice	3cp	6304 Advanced Psychological Assessment	3cp
6309	Research Project – Preparation	3cp	6310 Research Project – Implementation	3cp
6313	Practicum Placement 1	3cp	6314 Practicum Placement 2	3cp
<b>Total</b>		<b>12cp</b>	<b>Total</b>	<b>12cp</b>

Year 2				
Semester 1		Semester 2		
6302	EBT of Problems in Adults 2	3cp	6305 Advanced Counselling Psychology <i>(presently offered in Winter term as three two-day workshops)</i>	3cp
6307	Forensic Psychology for Clinicians	3cp	6308 Health Psychology or Clinicians (offered as 6 days of workshops in early Sem 2)	3cp
6311	Research Project – Data Analysis	3cp	6312 Master of Psychology Thesis	3cp
6315	Practicum Placement 3	3cp	6316 Practicum Placement 4	3cp
<b>Total</b>		<b>12cp</b>	<b>Total</b>	<b>12cp</b>

**Recommended Full Time Course Structure – PhD (Clin Psych)**

Year 1			
Semester 1		Semester 2	
8018	Doctoral Thesis in Clinical Psychology	8018	Doctoral Thesis in Clinical Psychology
<b>Working towards completion of 72cp</b>			
Year 2			
Semester 1		Semester 2	
8028	EBT Children Adolescents & Families	3cp	
6306	Professional Psychological Practice	3cp	
6313	Practicum Placement 1	3cp	
8018	Doctoral Thesis in Clinical Psychology <sup>4</sup>		
		6301	EBT of Problems in Adults 1
			3cp
		6304	Advanced Psychological Assessment
			3cp
		6314	Practicum Placement 2
			3cp
		8018	Doctoral Thesis in Clinical Psychology
<b>Total</b>		<b>9cp<sup>5</sup></b>	<b>9cp</b>

  

Year 3	
Semester 1	Semester 2

<sup>4</sup> The Doctoral Thesis in Clinical Psychology is 72cp

<sup>5</sup> In addition to the 9cp students will complete work towards the 72cp required for the Doctoral Thesis in Clinical Psychology

6302	EBT of Problems in Adults 2	3cp	6305	Advanced Counselling Psychology (Winter Semester, see above)	3cp
6307	Forensic Psychology for Clinicians	3cp	6308	Health Psychology or Clinicians	3cp
6315	Practicum Placement 3	3cp	6316	Practicum Placement 4	3cp
8018	Doctoral Thesis in Clinical Psychology		8018	Doctoral Thesis in Clinical Psychology	
<b>Total</b>		<b>9cp</b>	<b>Total</b>		<b>9cp</b>

<b>Year 4</b>			
<b>Semester 1</b>		<b>Semester 2</b>	
8018	Doctoral Thesis in Clinical Psychology	8018	Doctoral Thesis in Clinical Psychology
<b>Working towards completion of 72cp</b>			

## UNIT DESCRIPTIONS

### **6301 Evidence-Based Therapy of Problems in Adults 1 PG** 3 cp

Prerequisite: Course entry requirements  
Class contact: 3 hours per week  
Unit Convenor: Dr Vivienne Lewis

#### *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 adult psychological disorders (such as anxiety and depression), and the evidence-based therapies for these disorders. 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. Pharmacological interventions and issues will be addressed. Relevant ethical issues and professional standards will be addressed. This unit, combined with EBT of Problems in Adults PG2 and EBT of Problems in Children and Families, introduces evidence-based therapies for disorders identified in DSM-IV-TR.

#### *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 appropriate diagnostic and assessment procedures;
- (c) select appropriate evidence-based therapies, and;
- (d) identify ethical issues involved in practising clinical psychology and use the APS Code of Ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions.

### **6302 Evidence-Based Therapy of Problems in Adults 2 PG** 3 cp

Prerequisite: Course entry requirements  
Class contact: 3 hours per week  
Unit Convenor: Dr Lynne McCormack

### *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 adult psychological disorders (such as eating disorders and psychotic disorders), and the evidence-based therapies for these disorders. 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. Pharmacological interventions and issues will be addressed. Relevant ethical issues and professional standards will also be addressed. This unit, combined with EBT of Problems in Adults PG1 and EBT of Problems in Children and Families, introduces evidence-based therapies for disorders identified in DSM-IV-TR.

### *Learning Outcomes*

On successful completion of this unit, students will be able 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, and;
- (d) identify ethical issues involved in practising clinical psychology and use the APS Code of Ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions.

### **8028 Evidence-Based Therapy of Problems in Children Adolescents**

#### **& Families PG**

3 cp

Prerequisite: Course entry requirements

Class contact: 3 hours per week

Unit Convenor: A/Prof Pam Connor

### *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 (such as ADHD, conduct disorder), 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 of Problems in Adults PG1 and EBT of Problems in Adults PG2, introduces evidence-based therapies for disorders identified in DSM-IV-TR.

### *Learning Outcomes*

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

- (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 APS Code of Ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions.

### **6304 Advanced Psychological Assessment PG**

3 cp

Prerequisite: Course entry requirements

Class contact: 3 hours per week

Unit Convenor: A/Prof Bruce Stevens

### *Syllabus*

This unit extends students' previous studies in psychological assessment, including psychometric theory, principles, and research, to incorporate a developmental neuropsychological approach to assessment. Following a brief review of relevant developmental neuroscience the unit teaches both child/adolescent and adult neuropsychological assessment along with assessment of personality, behaviour, and emotional issues. The unit also has a focus on appropriate test selection, and the administration and interpretation of the major psychological and neuropsychological tests in common clinical use. Ethical issues will be addressed as they arise.

### *Learning Outcomes*

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

- (a) access and critique current research and theory in the field of psychometrics and neuropsychology across the lifespan;
- (b) select relevant assessment procedures and neuropsychological tests;
- (c) administer, score, and interpret major psychological and neuropsychological tests commonly used in clinical practice, and;
- (d) identify limitations and pitfalls possible in neuropsychological and broader psychological testing and use the APS Code of Ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions.

**6305 Advanced Counselling Psychology PG**

3 cp

Prerequisite: Course entry requirements

Class contact: 3 hours per week

Unit Convenor: Ms Lisa Oxman and A/Prof Bruce Stevens

*Syllabus*

This unit employs a problem-solving approach to extend students' previous learning and skill development in counselling psychology with regard to the principles, procedures, and techniques of psychological interventions. Skills will be emphasised in terms of current developments in therapeutic techniques and knowledge will be promoted in terms of fundamental counselling issues. Relevant ethical issues will be addressed. The unit is designed as 3 two day workshops with a focus on ACT, DBT and Relationship Counselling. It will be offered in the Winter Semester.

*Learning Outcomes*

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

- (a) critique fundamental issues in counselling and their implications for counselling practice;
- (b) demonstrate advanced counselling skills and knowledge;
- (c) iteratively plan and evaluate self-improvement targets with regard to therapeutic skill development, and;
- (d) demonstrate knowledge of potential ethical issues involved in counselling psychology and competence in using the APS Code of Ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions.

**6306 Professional Psychological Practice PG**

3 cp

Prerequisite: Course entry requirements  
Class contact: 3 hours per week  
Unit Convenor: A/Prof Lynne Magor-Blatch

*Syllabus*

This unit employs a problem-solving approach to introduce students to the roles and demands of working as a professional psychologist from a scientist-practitioner perspective, including psychological consultation, psychological report writing, multidisciplinary work, research and program evaluation, practice management, registration, national standards, legal issues, and dealing with ethical questions.

*Learning Outcomes*

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

- (a) exhibit the ethical attitudes, knowledge, and skills of a scientist-practitioner clinical psychologist;
- (b) produce evidence of competent record keeping, file management, and communication necessary for conducting professional psychological practice;
- (c) explain the various legal and regulatory frameworks applying to professional psychological practice such as the National Practice Standards for the Mental Health Workforce, and;
- (d) 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.

**6307 Forensic Psychology for Clinicians PG**

3 cp

Prerequisite: Course entry requirements  
Class contact: 3 hours per week  
Unit Convenor: A/Prof Bruce Stevens

*Syllabus*

This unit provides a professional basis for clinical psychologists who deal with clients in forensic contexts as part of their clinical practice. 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 the 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, and;
- (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.

### **6308 Health Psychology for Clinicians PG**

3 cp

Prerequisite: Course entry requirements

Class contact: 3 hours per week

Unit Convenor: Dr Lynne McCormack and A/Prof Lynne Magor-Blatch

### *Syllabus*

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

### *Learning Outcomes*

On successful completion of the 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 practice in health psychology.

**6309 Research Project – Preparation PG**

3 cp

Prerequisite: Course entry requirements  
 Class contact: By arrangement with supervisor  
 Unit Convenor: A/Prof Stephen Moston

*Syllabus*

This unit involves the first stage of the research project and thesis component of the course. Working with a research supervisor, the student will complete a literature review, identify suitable research question/s, design a research study, and, if necessary, submit the research proposal to the Human Research Ethics Committee for approval.

*Learning Outcomes*

On successful completion of the 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 use the APS Code of Ethics and its accompanying Guidelines, and other relevant sources, to resolve \ ethical questions.

**6310 Research Project – Implementation PG**

3 cp

Prerequisite: 6309 Research Project Preparation PG  
 Class contact: By arrangement with supervisor  
 Unit Convenor: A/Prof Stephen Moston

### *Syllabus*

This unit involves the second stage of the research project and thesis component of the course. Working with a research supervisor, the student will design their research study and obtain any necessary research ethics approval. The research design will be presented as a poster for faculty feedback.

### *Learning Outcomes*

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

- (a) conduct psychological research including research design and obtaining ethics approval, and;
- (b) demonstrate awareness of potential ethical issues involved in psychological research and use the APS Code of Ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions.

### **6311 Research Project – Data Analysis PG**

3 cp

Prerequisite: 6310 Research Project Implementation PG

Class contact: By arrangement with supervisor

Unit Convenor: A/Prof Stephen Moston

### *Syllabus*

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

### *Learning Outcomes*

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

- (a) select and apply appropriate quantitative or qualitative techniques for data analysis and interpret the results appropriately, and;
- (b) demonstrate awareness of potential ethical issues involved in psychological research and use the APS Code of Ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions.

**6312 Master of Psychology Thesis PG**

3 cp

Prerequisite: 6311 Research Project Data Analysis PG  
Class contact: By arrangement with supervisor  
Unit Convenor: A/Prof Stephen Moston

*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.

**6313 Practicum Placement 1 PG**

3 cp

Prerequisites: Course entry requirements, and;  
Registration to practise as a psychologist under supervision within Australia  
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: A/Prof Pam Connor

*Syllabus*

This unit involves students beginning their practicum placements in the Psychology Clinic within the University of Canberra Faculty of Health Clinic. The practicum will commence with a series of workshops to provide education and training in professional skills and knowledge necessary for working as a scientist-practitioner clinical psychologist.

Following these workshops students will observe demonstration cases, take individual cases under supervision, and carry out the usual tasks involved in working in a psychology clinic. See the Psychology Clinical Handbook for detailed information regarding practicum requirements.

### *Learning Outcomes*

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

- (a) work as a psychologist including writing reports and scheduling appointments;
- (b) apply basic psychological assessment and treatment procedures;
- (c) deal professionally with clients and with other professionals, and;
- (d) 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.

### **6314 Practicum Placement 2 PG**

3 cp

Prerequisites: Practicum Placement 1  
Class contact: By arrangement with supervisor  
Unit convener: A/Prof Pam Connor

### *Syllabus*

This unit involves students continuing their practicum placements in the Psychology Clinic within the University of Canberra Faculty of Health Clinic. During the practicum they will observe demonstration cases, take individual cases under supervision, and carry out the usual tasks involved in working in a psychology clinic. See the Psychology Clinical Handbook for detailed information regarding practicum requirements.

### *Learning Outcomes*

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

- (a) work as a psychologist including writing reports and scheduling appointments;
- (b) apply basic psychological assessment and treatment procedures;
- (c) deal professionally with clients and with other professionals, and;

- (d) 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.

**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: A/Prof Pam Connor

*Syllabus*

This unit involves students continuing their 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 so as to gain a broad experience.

*Learning Outcomes*

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

- (a) work as a psychologist including writing reports and scheduling appointments;
- (b) apply basic psychological assessment and treatment procedures;
- (c) deal professionally with clients and with other professionals, and;
- (d) 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.

**8018 Doctoral Thesis in Clinical Psychology R**

72cp

Prerequisite: Course entry requirements  
Class contact: By arrangement with supervisor  
Unit Convenor: Prof Anita Mak

### *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.

## DEPARTMENTAL RESOURCES

### ***Technical Resources***

The staff of the Centre will be able to advise you on the technical aspects of your research, such as the on-line control of experiments, audio-visual activities, and all aspects of computer use. Through your supervisor, you can access the services of the Faculty's Information Technology staff.

### ***Data Analysis Resources***

There is a Psychology computer laboratory (7D4) equipped with Pentium computers running a variety of software programs, including SPSS for Windows. You may use this laboratory at times when it is not used for teaching to undertake data analysis. There is another computer laboratory in room 3C18, and a Science Resource Centre on Level A, which you are able to use as well. Some of the laboratories in Building 10 have 24-hour access and are available to all students for word processing, data analysis, and access to the Internet.

### ***Test Library***

The Centre has an extensive collection of professional psychological tests. The majority of the tests have special user requirements; e.g., they may not be used by non-psychologists, or they may not be copied, and associated costs.

For most research purposes, it is more suitable to use research measures published in journal articles, which 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.

### ***Finances***

The Centre does what it can financially to support research. Examples are very long photocopying runs for questionnaires, and special tests and equipment that need to be bought. From year to year no guarantees can be made as to the availability of funds. Talk to your supervisor if you think you have a need for financial assistance, and make sure that you apply for assistance before the costs are incurred.

## **Research Space**

Space is made available each year for research activity—ask your supervisor what is currently available.

## **Availability of Past Theses**

Theses from past students are available for perusal by arrangement with the Administrative Officer (3B25). 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 convenor. Please ask the Psychology Administrative Officer to organise a letter of verification for you.

## PROFESSIONAL PRACTICE<sup>6</sup>

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. 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 convenor. 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.

### ***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

---

<sup>6</sup> 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 2008 ([http://www.canberra.edu.au/faculties/health/attachments/pdf\\_folder/FacHealth-ClinHandbook.pdf](http://www.canberra.edu.au/faculties/health/attachments/pdf_folder/FacHealth-ClinHandbook.pdf)) for general information about external placement experiences.

intelligence, memory, and general cognitive functioning are conducted as well as individual and couple psychotherapy. Additionally a number of group programs are offered at the Clinic including 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, Assoc Prof Pam Connor.

### *Requirements*

The requirements of the placement are detailed in the UC Psychology Clinic Manual which is available from the Clinic Director, Assoc Prof Pam Connor.

### *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 intern.

#### Supervisor

The supervisor is responsible for the range of learning experiences made available to the intern during the placement. They will negotiate caseloads and case variety with the intern based on the intern's level of experience and expertise. Furthermore, they will monitor the intern's progress and will address issues that arise. The supervisor will assess the intern'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.

#### Intern

The intern is responsible for the extent to which he or she engages in the learning experiences afforded during the placement. The intern 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 intern 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 and a one-way observation window to assist in this process. Methods will vary depending on situational variables such as the expertise of the supervisor, the experience of the intern, 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 practice component of the MCP and PhD (Clin Psych) degrees. Details of the log keeping required, along with examples of the forms to be used, are provided in the UC Psychology Clinic Manual.

## *Assessment Procedures*

The final grade awarded for successful completion of the professional practice units is an ungraded pass. The procedures used to assess an intern's level of attainment during the first practice experience are described in detail in the Unit Outline for unit 6309. An oral exam may be 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 practice 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 intern 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 6310, 6311, and 6312 unit outlines which are available from the unit convenors. Unit convenors 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 convenors. 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 convenor.

Accreditation guidelines state that all field supervisors must be members of or eligible for membership of the APS 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 convenor 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 at the University of Canberra, Centre for Applied Psychology periodically conduct supervision workshops specifically for clinical psychologists and also collaborate with other Faculty of Health colleagues to provide more general supervision workshops. These workshops will be advertised on hospital noticeboards and via email.

Useful information about the supervisory process can be located 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/FacHealth-ClinHandbook.pdf](http://www.canberra.edu.au/faculties/health/attachments/pdf_folder/FacHealth-ClinHandbook.pdf)) also provides valuable information about promoting teaching and learning in clinical settings.

### *Responsibilities*

Many of the responsibilities for the intern and field supervisor will be the same as for the intern 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 intern. The review is conducted between the field supervisor and the intern. At this review the intern'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 intern's performance these issues should first be discussed with the intern and then with the unit convenor if the matter is unable to be resolved.

## UC Unit Convenor

According to APAC Guidelines, the unit convenor 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 convenor is also responsible for signing the field placement contract (see below) once it has been negotiated between the field supervisor and the intern. The unit convenor should also communicate with the field supervisor and the intern regarding the mid-placement and end-of-placement review and should be the first point of contact should any problems arise on the placement.

## Intern

The responsibilities of the intern 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 intern at the beginning of the placement. It is also the intern'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 convenor should be contacted.

### *Field Placement Contract*

At the beginning of the field placement, a contract is negotiated between the intern 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 intern, the supervisor and the Unit Convenor.

### *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.

## **APPENDIX A**

**The Guidelines of the APS College of Clinical Psychologists Course Approval  
Committee**

# **APS COLLEGE OF CLINICAL PSYCHOLOGISTS**

# **COURSE APPROVAL GUIDELINES**

**Updated, November 2006**

## **1. General Introduction and Principles**

The College of Clinical Psychologists of the Australian Psychological Society is committed to the development of a culture of excellence in the education, training and practice of clinical psychologists.

This document sets out guidelines and standards for the evaluation of University post-graduate education and training courses in clinical psychology. It has been prepared to assist in the development and continued appraisal of high quality courses, and to guide the process of APS College of Clinical Psychologists approval of courses for the purposes of determining College membership eligibility.

The course approval process assures the Society, through the College, that those successfully completing an approved course will be able to function at a level of professional competence and responsibility that meets the needs of clients, and enhances the standing of psychologists and psychology.

The College considers the guidelines and standards to be both feasible and desirable at the present stage of development of psychology in general, and clinical psychology in particular. Where guidelines are inappropriate or unfeasible because clinical training and practice occurs in a rural or remote setting, AOU's are encouraged to gain approval for alternative but effective arrangements *prior to* rather than after the accreditation process.

What is required for the approval process to proceed is evidence that the course meets the required standards, or it is practicable for the course to reach the standards within a reasonable period of time, **and** there is the necessary commitment and determination to attain the standards.

As part of the accreditation process, site visitors will obtain feedback about the course from key persons involved including teaching staff, clinic staff, field supervisors and students. This feedback may be obtained by email and/or in face to face meetings.

It is recognised, however, that differences of opinion may arise in the application of the present guidelines and standards. If such differences do arise, the APS Clinical College Course Approval Committee will make every effort to bring about a resolution by negotiation.

The APS College of Clinical Psychologists endorses the long-standing policy of the Australian Psychological Society that the preparation of clinical psychologists should be based on the "scientist-practitioner" model.

The basic assumptions of this model are as follows: Psychological research, teaching of the basic discipline of psychology, professional training of psychologists, and the professional practice of psychology are inter-related parts of a single system, with responsibility for the total system devolving upon all who work within its various components.

The education and training of professional psychologists according to the scientist-practitioner model proceeds at several levels:

- 1.1 Mastery of the knowledge, principles and methods of the basic discipline of psychology.
- 1.2 Training in the conceptual skills required to apply the basic knowledge principles and methods to problems of professional practice.
- 1.3 Acquisition of specific skills in the use of relevant procedures, technologies and techniques.
- 1.4 Development of an orientation or mind-set which includes:
  - (a) a respect for evidence;
  - (b) a constant endeavour to achieve rigorous appraisal of and improvement in one's own practice;
  - (c) a constant effort to **increase** the component of psychological practice that is based firmly on scientific principles and evidence, and to **decrease** the component that is based on unsubstantiated speculation, unanalysed experience, intuition or art. It is recognised however that science progresses by a fusion of these types of cognitive processes, i.e., hypothesis generation often involves intuition and creative speculation followed by experimental justification of these hypotheses.

Thus within a scientist-practitioner model clinical psychologists maintain a scholarly and critical approach to the scientific foundations of their profession, and to the evaluation of their own practice. They also retain a desire to contribute to the further development of scientific clinical psychology, and to keep abreast of, and critically appraise, developments by others.

## **2. General Program Requirements**

It is not the intention to specify detailed course content, but rather to suggest principles and ground rules that should be followed in constructing curricula.

- 2.1** Students, staff and supervisors should be provided with a Clinical Course Handbook which contains:
- (a) the Guidelines of the APS College of Clinical Psychologists Course Approval Committee;
  - (b) the reciprocal responsibilities and obligations of academic staff, supervisors and students;
  - (c) the compulsory and optional components of the course;
  - (d) the particular requirements of each section of the course;
  - (e) the methods of assessment to be used;
  - (f) the standards required;
  - (g) the practical requirements of the course.
- 2.2** The program must be general in character, i.e., it must cover those aspects of clinical psychology that are common to all areas of clinical practice, thereby providing a basis for possible later specialisation (after completing the requirements of the APS College of Clinical Psychologists for membership).
- 2.3** The program must be of relevance to a wide range of presenting problems across age ranges from birth to death and across a variety of clinical settings.
- 2.4** The program must maintain a reasonable balance between the transfer of knowledge, skills acquisition and professional socialisation.
- 2.5** Procedures and techniques taught must be derived from scientifically sound theory and must be evidence-based. The College will be guided by current, peer-reviewed scientific literature (e.g., Cochrane database reviews) and APS, BPS, and APA publications on evidence based practice and evidence based treatments.
- 2.6** The presentation and discussion of evaluation research data relevant to each of the areas of assessment and intervention covered are essential. Where possible, emphasis should also be given to primary prevention approaches to psychological and physical problems.
- 2.7** Students must be encouraged to think critically about the scientific basis of their work, and to question theories and procedures that, although widely accepted, have no scientific basis.
- 2.8** Questions of ethics must be raised as and where appropriate, and linked with the development of formal codes of ethics. Time should be set aside for the examination and discussion of particular ethical issues and dilemmas in clinical

practice and of their resolution; it is also desirable that students' understanding of ethical issues be assessed.

- 2.9** The course must ensure that all students become sensitive to the needs of people from a range of cultural backgrounds, especially Aboriginal and Torres Strait Islander Australians.
- 2.10** The course must demonstrate a commitment to systematic and ongoing evaluation of coursework, research and practicum components to ensure standards are maintained. Evaluation processes must include regular clinical supervisor assessments of student performance and student evaluations of teaching (e.g., teaching quality surveys, exit surveys) and, preferably, of clinical supervision. Results of these evaluations must be made available to site visitors. Course reviews by independent experts (e.g., course advisory committees) and by staff (e.g., annual planning days) are encouraged.

### **3. Resourcing the Program**

- 3.1** It is not required that all staff contributing to the course be eligible for membership of the APS College of Clinical Psychologists, but it is obligatory that all University staff undertaking direct clinical supervision be so qualified.
- 3.2** Evidence should be provided that:
  - (a) the staffing of the course is adequate to offer effective education and training (APAC Standards 2.4.9 to 2.4.11);
  - (b) staff-student ratios are adequate (APAC Standards 4.1.6 and 4.2.5);
  - (c) the course has adequate administrative and clerical support, i.e., it must be demonstrated that there are sufficient staff members to carry out the required tasks including teaching, providing clinical supervision, organising, co-ordinating and monitoring clinical placements, providing support for field supervisors, offering liaison with external organisations (e.g., hospitals, community health centres and Departments of Health) and offering research supervision, assessment and monitoring of students.
- 3.3** Staff involved in clinical teaching should be involved in regular clinical work which has relevance to the course, and there should be evidence that this work is recognised and supported by the University.
- 3.4** It is also desirable that all staff members, especially those who teach clinical research skills, continue to participate in research projects of a clinical nature.

- 3.5** The bulk of the coursework should be taught by academics with clinical qualifications. When other staff are used, they should possess suitable qualifications or expertise. When student presentations occur, they should constitute no more than 15% of the overall teaching program.

#### **4. Content of Coursework**

Knowledge, and where appropriate, associated skills must be gained with individuals at all stages of the lifespan and across diverse clinical settings in the following core areas through formal academic teaching:

**Note:** The numbers in the brackets represent the required minimum number of teaching hours.

- 4.1** The systematic study of the mechanisms and aetiology of psychological disorders. (Students must gain a critical awareness of major psychiatric systems and diagnostic criteria.) (50)
- 4.2** The principles and methods of behavioural, psychometric and clinical assessment of significant psychological problems. (50)
- 4.3** The principles, procedures and techniques of psychological intervention and rehabilitation and primary prevention of psychological disturbance. (75)
- 4.4** Psychopharmacology. (10)
- 4.5** Research methods and evaluation. (25)
- 4.6** Health psychology, behavioural medicine and rehabilitation. (35)
- 4.7** Ethics and professional standards, including coverage of appropriate legislation and the National Practice Standards for the Mental Health Workforce (24)
- 4.8** The additional, advanced coursework prescribed by the APAC for professional doctoral degrees must comprise a minimum of 48 teaching hours over the entire program (48).

#### **5. Research**

See APAC Standards 4.1.20 to 4.1.25 for details concerning the research component for the Clinical Masters and 4.2.19 to 4.2.24 for the research concerning the Clinical Doctoral degree. It is expected that the research will have direct relevance to the field of

clinical psychology. Site visitors must be provided with titles of research dissertations and theses completed since the last site visit.

## **6. Practical Placements**

Practical experience is an important component of the preparation of students for independent professional roles in the clinical/health field. Its essential purpose is to ensure that students have appropriate opportunities to apply, under supervision, the knowledge and skills they have acquired in the education and training program.

### **Models of Clinical Training**

The preferred model for clinical training is the problem formulation and hypothesis testing approach.

Following this model, individualised treatment programs are constructed on the basis of detailed psychological assessments and history taking, and a preliminary formulation of the problem, with hypotheses to be tested. Following monitoring of the client's response to the initial intervention, the process is revised appropriately. On completion of the postgraduate program in clinical psychology, the student should be capable of:

- 6.1** Reaching a detailed problem formulation on the basis of both standardised and unstandardised assessments, and
- 6.2** Designing and conducting appropriate individual, group, and family treatment intervention programs, with ongoing monitoring, and revision of problem formulation and interventions where necessary.

Two approaches to the teaching of clinical expertise should be avoided.

**Unstructured** training, in which the psychologist's role is presented as essentially the practice of an art which must be acquired on the basis of long experience, has no place in courses of training for scientist-professionals.

The **“cookbook”** approach, in which a package program (or set of assessment instruments) is selected on the basis of pre-determined criteria, is also insufficient in the teaching of clinical interventions. Standardised treatment programs provide a useful starting point and are appropriate for group interventions, but the teaching of such programs alone encourages an over-simplistic view of client problems.

**6.3 General Requirements for Practical Training** The *Clinical Course Handbook* should include a section on professional practice that sets out:

- (a) (if applicable) details of the initial supervision of professional practice in the departmental clinic, including aims, purposes, requirements, responsibilities, methods, log keeping and assessment procedures;
- (b) guidelines for field placement training including: course requirements; organisation and administration of placements; the nature and requirements of the supervisory contract; the supervisory process; the responsibilities of the field supervisor, the University clinical supervisor, and the student under training; methods of evaluation; details of the basic field placement contract, assessment procedures; and student log books requirements.

**6.4** Formal practical training should not begin until the students have demonstrated adequate knowledge of clinical theory and practice, usually by the second half of the first year of the course.

**6.5** In order to ensure the closest possible links between the knowledge base of the course and clinical practice, it is desirable that the initial placement occurs in the AOU's own clinic under a systematic program of observation and supervision. When the initial placement occurs in the field, the AOU assumes responsibility to demonstrate that all appropriate learning outcomes are met. These outcomes include: (i) that clients are selected to match the developmental level of students (ii) that students receive high levels of supervision by qualified clinical psychologists committed to the scientist-professional model, and (iii) that student performance is observed regularly (e.g., by videotapes) to ensure shaping of clinical and professional skills.

**6.6** In planning courses of practicum training, the requirements of State and Territory Psychologists Registration Boards should be kept in mind. Practicum within the master's course must meet requirements specified in the APAC standards. In addition, at least 400 of the total 1000 practicum hours shall be in face-to-face client contact in individual or group contexts. In rural settings, 100 of these contact hours may be via tele/videolink. Practicum within the professional doctoral course must meet requirements specified in the APAC standards. In addition, at least 600 of the 1500 practicum hours shall be in face-to-face client contact in individual or group contexts.

**6.7** The program of clinical supervision must be designed to fulfill the student's changing developmental needs and meet standards for good client care. A minimum of 1 hour of supervision per placement day should occur in each placement, and

total supervision time with the clinical supervisor(s) shall be at least 180 supervision hours. Doctoral students must meet supervision requirements specified for the Masters course AND obtain 50 additional hours of supervision during the 500 hours of advanced practicum.

- 6.8** When students are on clinical placements they should, at a minimum, have access to a shared office, with own desk and arrangements for secretarial support. They should also have access to telephone facilities and a clinical consultation room for appointments.
- 6.9** After the initial clinical skills training under the close supervision of course staff, students should receive further supervised experience in at least 3 field placements.
- 6.10** It is essential that the placements provide students with the experience of dealing with a wide range of client problems (e.g. acute as well as chronic disorders), across varying age ranges (child, adolescent, adult, older adult), settings (e.g. inpatient/outpatient, community), and use of a variety of clinical skills (assessment, treatment, and professional). Each placement should be different in focus so that each of the above dimensions is covered adequately.
- 6.11** It is highly desirable that placements be of sufficient duration (e.g., 2-3 days per week for 2-3 months) to enable students to take responsibility for a number of cases.
- 6.12** In accordance with the APAC Standards 4.1.34 - 4.1.37 and 4.2.34 – 4.2.37 for practicum placements, the reciprocal responsibilities of the field supervisor, the student, and the University supervisor should be agreed formally in writing. All parties should agree on the type of student experience to be provided, the methods of monitoring student progress, and reporting and final assessment procedures.
- 6.13** In consultation with supervisors, strategies should be developed to ensure the maintenance of standards in field placements.
- 6.14** Mechanisms should be provided for ongoing assessments of the contribution particular placements are able to make to the professional development of the student.
- 6.15** A log of casework and supervision, duly signed by supervisors, must be maintained for each placement to demonstrate that College requirements governing nature and hours of casework and supervision are satisfied.

- 6.16** All placements should be visited by a member of the course team at least once during each placement. Ideally there should be a visit at the mid-point of placement.
- 6.17** Both the supervisor and the student should submit a report on the student's experience and performance at the end of each placement, with provision for the student to respond to comments by the supervisor.
- 6.18** The clinical program should provide workshops in collaboration with field supervisors relating to supervision skills to encourage high standards of supervision.
- 6.19** The clinical program should provide continuing education programs which supervisors and graduates can attend.
- 6.20** Distance supervision may apply only where the actual travelling distance between the approved supervisor and the placement setting is in excess of one (1) hour or 100 kilometres and in a placement setting where there is no other qualified and experienced supervisor available.
- 6.21** Distance supervision may be appropriate whether the student is enrolled on a full or part-time basis.
- 6.22** Nor more than 300 hours of practicum time may be supervised by the distance supervision method.
- 6.23** Distance supervision may not apply to the student's first placement, unless the student has had at least two (2) years of employed experience as a psychologist in a clinical setting.
- 6.24** Face to face contact between the student and intending distance supervisor must occur prior to the start of a distance placement, for the purpose of ensuring placement readiness. Adequate competency with test administration, interviewing and therapy procedures should be determined at this time.
- 6.25** A regular distance supervision contact time must be specified. A one (1) hour telephone contact each week is the minimum acceptable contact time.
- 6.26** The student must provide the distance supervisor written reports of the previous session and plans for the next session, for each client, at least 24 hours before the distance supervision weekly contact. This may be an email, fax or posted written report.

- 6.27** The student must submit to the distance supervisor a minimum of one (1) audio-taped session for each client seen. Client consent forms must be obtained, indicating an understanding that taped sessions may be sent by secure post to the distance supervisor, and subsequently erased.
- 6.28** Course criteria for an appropriate distance supervision setting must be specified in writing, in advance of the placement, and maintained on file. The following should be specified:
- A written description of the placement setting, including treatment orientation;
  - An indication of the type of clients attending the setting;
  - Basic materials available to the student (tests, treatment handbooks);
  - Agency guidelines for client emergencies;
  - Senior personnel available to the distance student (whether or not such persons have psychological training).
- 6.29** The post-graduate clinical course must provide a basic set of handbooks for loan to the distance student, in the event there are insufficient assessment/therapy resources in the distance placement setting.
- 6.30** Course staff undertaking distance supervision of a student must have had previous supervisory experience in a regular (non-distance) placement situations and preferably this should have occurred at the same academic institution where distance supervision is to be undertaken.
- 6.31** In the event of a distance supervision placement failure, the student's "make-up" placement may not occur in a distance supervision situation.
- 6.32** Students in the distance supervised placement must satisfy all other requirements for placements specified in the Course Approval Guidelines. In the case of the requirement to maintain a log of client contact hours and supervisory time: it is recommended that supervisory method be specified (phone, video, audio-tape, teleconference, etc.).

## **7. Assessment**

Assessment components in coursework and assessment methods in clinical practica must be carefully designed to capture application and skill competencies in both clinical assessment and intervention domains. An excessive reliance on essays, seminar presentations, and self report of one's case management is inadequate.

- 7.1** Assessment of student competence should include performance in academic, clinical (professional) and research domains.
- 7.2** Programs have a responsibility to develop assessment processes that are appropriately objective, and will ensure that students whose behaviour is professionally incompetent or unethical do not obtain a formal qualification in clinical psychology.
- 7.3** Programs must specify the general criteria for satisfactory performance in clinical placements, and in order to facilitate evaluation of student skill development, criteria for competent clinical performance, should be specified in writing.
- 7.4** The assessment of clinical competence should include evaluation of a minimum of four written case reports (of at least 2000 words) at some point in the program. The reports should provide details of the presenting case, describe the trainee's work, and justify the methods used.
- 7.5** Assessment of case material should be carried out by qualified clinical psychologists.
- 7.6** Programs should ensure there is a procedure to deal with placement failure, such as extension of the training period if continuation of training is judged to be appropriate.