



Clinical Psychology Program Handbook

School of Psychology

- *Master of Clinical Psychology*
- *Doctor of Psychology (Clinical)*
- *Doctor of Philosophy (Clinical Psychology)*

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APS College of Clinical Psychologists – Course Approval Guidelines

1. GENERAL

This handbook sets out core information in relation to the Clinical Psychology Program in the School of Psychology at the Australian National University. It is designed to be a reference source and guide for students and staff and to assist in the management of study programs and course development. It is not a formal statement by the University of its rules and formal procedures. It should be read in conjunction with the Rules and Working Rules relevant to the degrees offered.

<http://www.anu.edu.au/psychology/teaching/clinicalprogramrules.pdf>

1.1 THE AUSTRALIAN NATIONAL UNIVERSITY

The Australian National University is located in Canberra (the National Capital), 10 minutes walk from the city, surrounded by extensive parkland and adjacent to Lake Burley Griffin and areas of native bushland. The University has around 3600 staff and over 13,500 students, representing 94 countries.

The ANU was established in 1946 to advance the cause of learning and research in general, and to develop the intellectual capacity and creative capacity of the nation in line with the best international standards. The ANU aims to generate world-class performance in fundamental, applied and strategic research scholarship and creative activity in all fields represented in the University. Integrating research capacities into teaching is one of the ways the University provides a stimulating approach to teaching and learning. The Shanghai Jiao Tong University Institute of Higher Education's Academic Ranking of World Universities has ranked ANU ahead of every other university in the Southern Hemisphere two years in a row.

1.2 The School of Psychology

The School of Psychology is part of the ANU College of Science and has 19 academic staff engaged in teaching undergraduate and postgraduate programs in psychology, and seven academic staff who are dedicated to research only activities. Research in the School of Psychology is conducted within three broad groups: social psychology, cognitive/perceptual and clinical/health. Developmental psychology is covered under all three areas and the biological basis of behaviour is studied in relation to the cognitive/perceptual and clinical health group. The School also has a strong research presence in psychological research methods and statistics.

The clinical and health psychology group in the School of Psychology has seven academic staff all of whom hold teaching and research appointments. The most senior staff member is Professor Don Byrne who has an outstanding international record in the field of health psychology. Other clinical/health group members have produced internationally significant research in the areas of language and psychopathology (Assoc Professor Richard O'Kearney), substance related disorders (Dr Jeff Ward), the assessment of behavioural problems in children (Dr Bernd Heubeck), psychological health and attachment (Dr Ross Wilkinson), neuropsychology (Dr Lainie Hart) and geriatric mental health (Dr Jay Brinker).

1.3 The Clinical Program

Degrees in Clinical Psychology

The School of Psychology offers three postgraduate degree programs in clinical psychology:

- Master of Clinical Psychology
- Doctor of Psychology (Clinical)
- Doctor of Philosophy (Clinical Psychology)

Each of these programs aims to prepare clinical psychologists for independent clinical practice in a diverse range of clinical and community settings. Training in the Clinical Program of the School of Psychology is founded on the scientist-professional model where clinical skills and interventions are considered on the basis of available scientific evidence and knowledge.

Master of Clinical Psychology

The Master of Clinical Psychology degree is a two-year (full-time) program of coursework, clinical placements (1000 hours) and a research project (12 000 words in total). This degree is primarily designed as the basic professional qualification in clinical psychology. However, this degree also can form the basis of a career in other areas in psychology as well as outside the discipline. Within psychology, graduates from this program have gone on to work as clinical psychologists, counsellors, forensic psychologists, neuropsychologists, health psychologists, organisational psychologists, and sport psychologists.

Doctor of Psychology (Clinical)

The Doctor of Psychology (Clinical) degree is a three-year (full-time) program of coursework, clinical placements and a research thesis (30 000 words approx.). This degree is designed for those who wish to gain a more advanced training in clinical psychology than that available via the Masters program. The DPsych program emphasises the scientist/practitioner model of clinical psychology training. It does this by closely integrating research and practice and provides both extra professional training and strong training in research skills via the increased research component. Graduates will have all the opportunities available to them that a Masters graduate would, with the advantage of advanced practical and research training.

Doctor of Philosophy (Clinical Psychology)

The Doctor of Philosophy (Clinical Psychology) is a four-year (full-time) program of coursework, clinical placements (1000 hours) and a research thesis equivalent to a PhD by research thesis in size and scope. This degree is designed for those who have a particular interest in the academic and research aspects of clinical psychology. Graduates of this program have the benefit of the training provided to Masters students with the intensive research training provided by completing a research PhD in the field of clinical psychology. Clinical work, academic teaching and research opportunities are open to graduates of the clinical PhD.

1.4 Professional Recognition and Accreditation

The Master of Clinical Psychology, Doctor of Psychology (Clinical), and Doctor of Philosophy (Clinical Psychology) degrees are all accredited for full membership of the Australian Psychological Society (APS) (http://www.psychology.org.au/study/studying/11.1_2.asp). The D.Psych (Clinical) is also accredited for full membership of the Clinical College of the Australian Psychological Society. The MClInPsych and PhD (Clinical Psychology) are accredited for associate membership of the College with further supervised clinical practice necessary before full membership of the APS College of Clinical Psychologists is available to graduates. In addition, all programs fulfil the requirements of the Psychology Registration Boards in all Australian States and Territories for non-conditional recognition as a psychologist. (<http://health.act.gov.au/c/health?a=da&did=100334910>).

1.5 Overall Program Structure

The Master of Clinical Psychology, Doctor of Psychology (Clinical) and PhD (Clinical Psychology) have the same structure of combining coursework, clinical placements and research. However, the weightings of the coursework, clinical placement and research components, and the timing of the clinical placements vary between the three degrees.

The first two years of the three degrees in terms of coursework and clinical placements are identical, while DPsych students undertake additional course, placement and research units in their third year.

1.6 Clinical Coursework

The formal courses provide the knowledge for wide range of practical and theoretical issues relevant to contemporary clinical and health psychology on which clinical work is based. The coursework is structured so

that it is more intensive at earlier stages of training and decreases in intensity in latter stages as clinical placement and research demands become more salient.

The coursework covers the areas of basic and clinical research, clinical assessment, psychological intervention, as well as professional and ethical issues. A variety of teaching methods are used including didactic teaching, problem and case based learning, skills workshops and site visits. Outlined below are the areas covered at the different stages of training.

First year

- Presentation of Psychological Abnormality
- Clinical Psychological Assessment
- Child and Family Assessment and Treatment
- Psychological Interventions
- Cognitive and Behaviour Therapy
- Models and Methods in Clinical Psychology
- Professional Ethics and Professional Development
- Research Methods in Clinical and Health Psychology
- Clinical Case Presentations

Second Year

- Neuropsychology
- Health Psychology
- Interpersonal processes in psychotherapy
- Working with special populations
- Clinical Workshops
- Clinical Case Presentations

Third Year (Doctor of Psychology only)

- Advanced Clinical Workshops
- Forensic Clinical Psychology
- Clinical Case Presentations

1.7 Clinical Placements

In their first semester, students attend courses preparing them for their first clinical placement which usually begins in June-July of the first year in the ANU Psychology Clinic. Subsequent to this placement they undertake two or more supervised clinical field placements. Students doing the D.Psych undertake Research practicum which include undertaking clinical work related to their area of interest and research thesis. The total amount of clinical placement exceeds 1000 hours for the Master of Clinical Psychology and PhD (Clinical Psychology) degrees and 1500 hours for the Doctor of Psychology (Clinical) degree. Clinical placements are undertaken in the ANU Psychology Clinic and in a variety of community and hospital based settings within Canberra or nearby country areas. All students are required to take at least one adult-based placement and at least one child-based placement during their course.

Placement Agencies

All placements are arranged through the Clinical Program Placement Coordinator, Mr Salih Ozgul. Students do not approach agencies to make arrangement for a placement without the permission of the Placement Coordinator. Policy and procedures with regards to placements can be found in the *Guide to Clinical Placements*.

Current clinical field placement agencies include:

The Canberra Hospital, Department of Psychology
 Diabetes
 General Medicine

Cardiology
Paediatrics
Child at Risk Unit
Women's Wellness Group

ACT- Mental Health Branch
Adult Mental Health
Child and Adolescent Mental Health
Forensic Mental Health
PSU- Inpatient Psychiatric Unit
Older Person's Mental Health Service

Greater Southern Area Health Service
Adult Mental Health
Child and Adolescent Mental Health
Goulburn Brain Injury Unit
Older Persons Mental Health
Bega Valley Drug & Alcohol Service

The availability of a particular clinical field placement at any one time may vary due to many different circumstances. Students have in the past undertaken clinical field placements in other government and non-government agencies in the ACT and in NSW and further negotiations are underway with regard to future placements. Students are encouraged to discuss with the clinical placement coordinator areas of specific clinical interest and share their ideas regarding possible clinical placements that they believe would enhance students' professional and clinical development.

1.8 Research

Master of Clinical Psychology

One of the requirements of the Master of Clinical Psychology degree is the completion of an appropriate empirical research project normally supervised by a member of staff of the School of Psychology. Students begin work on this project from the beginning of the first year of the course and are expected to submit the two completed written components of this project by the 31st of January the year following their second year. These written components are (1) a literature review of the research topic of no more than 6000 words (2) a journal article manuscript of the research project of no more than 6000 words.

Doctor of Psychology (Clinical)

The Doctor of Psychology (Clinical) degree requires the completion of an appropriate program of empirical research normally supervised by a member of staff of the School of Psychology and leading to the submission and examination of a substantial thesis and completion of research practicum component. Students begin work on this research from the beginning of the first year of the course and are expected to submit the thesis by the end date of their enrolment in the degree.

The Doctor of Psychology (Clinical) thesis is intended to be similar in size and scope to a Masters-by-research thesis (MPhil) in psychology. Because the length of thesis is expected to vary with the area of research and methodology employed, it is difficult to be definitive about an appropriate length for the DPsych thesis. However, as a guide, the thesis is expected to be between 30 000 and 40 000 words.

The research practicum components entail the candidate conducting applied research that is demonstrably related to the main thesis topic. This research may employ a range of methodologies accepted in the field of clinical psychology and could include *inter alia*:

- A connected series of single-case studies
- An evaluation of a particular intervention
- An evaluation of an intervention program instituted by an agency.

This component of the research must integrate with the major theoretical and empirical work presented in the rest of the thesis. The research practicum component is *in addition* to the thesis requirements. The formal research reports of the research practicum can be either incorporated into the final submitted thesis as chapters or appendices or presented and examined as separate components.

Doctor of Philosophy (Clinical Psychology)

One of the requirements of the Doctor of Philosophy (Clinical Psychology) degree is the completion of an appropriate program of empirical research supervised by a panel including as Chair a member of staff of the School of Psychology and leading to the submission and examination of a substantial thesis. Students begin work on this research from the beginning of the first year of the course and are expected to submit the thesis by the end date of their enrolment in the degree. The Doctor of Philosophy (Clinical Psychology) thesis is intended to be similar in size and scope to research only PhD thesis in psychology.

1.9 Performance and Attendance Requirements

Performance

The Clinical Program is a professional training program and the School has a responsibility to ensure that graduates complete all training requirements to a high standard. Both attendance and the satisfactory completion of assessment processes are necessary conditions for the successful completion of any of the degrees offered in the clinical program. High standards of academic and professional performance as well as ethical conduct are expected of all our students. All components of the program, whether at the Masters, Doctoral, or PhD level, will be assessed. Students must satisfy course requirements in each and every component of the program (coursework, clinical placements and research) in order for the degree to be awarded. Students will not be permitted to proceed with their research if failures are recorded in the coursework or clinical placement components of their study program.

Attendance Requirements

It is expected that students will attend all coursework and other specified activities unless extenuating circumstances prevent them from doing so. Where students cannot attend or have not attended required activities they are expected to notify the appropriate member of staff and to provide an adequate explanation. The School of Psychology requires students to attend at least 80% of all Clinical Program coursework (inclusive of scheduled classes, workshops, field trips etc.), and failure to do so may result in a failure in the course. Failure to attend without documented evidence of illness or other impeding factors beyond personal control may result in overall failure. Note that when documented evidence is supplied a student may still fail if the student has not attended a sufficient proportion of the coursework.

1.10 Course Intensity

All three degrees are available by either full-time or part-time study. Successful applicants and continuing students are required to enrol before the beginning of coursework in semester one (usually the last week of February or first week of March) of any year. Coursework is conducted in normal working hours. We aim to hold the formal coursework to one or two days per week per semester.

Full-time

The clinical psychology program operates on the principle that a full-time program of study should be similar to full-time employment in terms of time demands. Thus, full-time students are expected to devote approximately 40 hours per week for 48 weeks of the year (inclusive of face-to-face teaching, research, clinical placements, etc.) to their studies.

Part-time

The part-time load is approximately half of the full-time load. Part-time research students must enrol in 12 units and are expected to devote around 20 hours per week for 48 weeks of the year towards their studies.

Students who have employment are reminded that they should be cognizant of the demands of their program of study and research. While it is understood that for financial reasons students often need to have employment while they are studying, such employment should not interfere with their progress in their course of study.

1.11 Entry Requirements

Australian/New Zealand Citizens and Permanent Residents

Entry to all clinical programs is highly competitive and based on consideration of academic obtainment, relevant experience and personal suitability. Applicants meeting the minimum requirement only (as indicated below), may be considered uncompetitive by the Clinical Psychology Selection Committee.

Entry to all clinical psychology programs depends on the possession of an honours degree in psychology at the IIA level or better. Entry by a fourth year postgraduate diploma in psychology will also be considered. However, diplomas must (a) be of honours standard, (b) contain a substantial research methodology component, and (c) be accredited for Associate Membership of the Australian Psychological Society. Applicants can check the acceptability of their degree by contacting the Australian Psychological Society. <http://www.psychology.org.au>

Completion of undergraduate courses in abnormal psychology at the 2nd, 3rd or 4th year level is a prerequisite. Completion of undergraduate courses in the areas of psychometrics, personality and health psychology is highly recommended. As the clinical psychology program attempts to focus as much as possible on practice issues, prior acquisition of competence in statistics and research methodology is an important criterion, usually demonstrated by the successful completion of an honours thesis.

Eligibility for conditional registration as an intern psychologist with the Psychologist's Board of the Australian Capital Territory is a condition of entry into the School of Psychology's Clinical Program.

Other entry qualifications need to be assessed for their compliance with the above mentioned standards. The Clinical Psychology Selection Committee normally invites prospective students who are deemed competitive to a personal interview prior to making a final decision on admission. Offers of entry will be made on a composite judgement based on academic performance, past clinical or other relevant experience, and personal suitability for clinical practice, and will be at the discretion of the Clinical Committee of the School of Psychology, ANU.

International students

International applicants, or those whose application is based on qualifications gained outside of Australia, are required to have their qualifications in psychology formally assessed for compatibility with Australian legislative requirements before submitting an application for any of the clinical program degrees. It is a condition of entry into the clinical training program that students are eligible for conditional registration as an intern psychologist by the Psychologist's Board of the Australian Capital Territory and are eligible for associate membership of the Australian Psychological Society (APS). Details on how to have qualifications assessed are available from the Australian Psychological Society <http://www.psychology.org.au/>

Applications based on overseas qualifications without a formal assessment from the APS will not be considered.

1.12 Fees

Fees (Australian/New Zealand Citizens and Permanent Residents)

Places in the Master of Clinical Psychology are offered on a Commonwealth-supported basis (previously known as HECs) for Australian and New Zealand applicants.

Places in the Doctor of Psychology (Clinical) and PhD (Clinical Psychology) programs are offered on a Commonwealth-funded basis (exempt of fees) for Australian and New Zealand applicants.

Students should refer to <http://www.anu.edu.au/sas/fees/> for information about fees.

Fees (International Applicants)

Information on fees for international students is available from http://info.anu.edu.au/studyat/International_Office/

1.13 Scholarships

The Australian National University funds and administers a range of scholarships for research studies. It also administers a number of scholarships for which the funds come from the Australian Government or from sources external to the University. Applicants for scholarships must hold a degree of bachelor with at least upper second-class honours (although competition is such that applicants usually have to hold a first class honours to be competitive), or a degree of Master from a recognised university. In special cases, applicants with other qualifications and/or research experience may be considered. Some scholarships are open both to applicants who are citizens/permanent residents of Australia and those who are nationals of other countries, whilst others are open to one or other category only.

Information about scholarships at the ANU is available <http://www.anu.edu.au/graduate/scholarships/>

1.14 Administration of the Clinical Program

In addition to the important contribution of teaching staff to the administration of coursework units, the School of Psychology has a number of other people involved in the day-to-day administration and policy formulation of the Clinical Program. These are:

- *The Clinical Program Director* - The role of the Clinical Program Director is to facilitate and coordinate the day-to-day functioning and administration of the Clinical Program.
- *The Clinic Manager* - The role of the Clinic Manager is to manage the ANU Psychology Clinic and to coordinate the clinical supervision and placement of clinical program students.
- *The Clinical Committee* - The Clinical Committee is the major source of review and policy advice for the Clinical Program. The main role of this committee is to provide advice to the Head of School on the management of all aspects of the Clinical Program. This committee consists of:
 - The Clinical Program Director
 - The Clinic Manager
 - All permanent Clinical Program teaching staff
 - The Psychology Postgraduate Program Convenor
 - The Head of the School of Psychology
 - Student representatives from the Clinical Program
- *The Liaison Committee* – The Liaison Committee is the source of formal consultation with the community of clinical psychologists that provide supervision for students in the clinical program. This committee is comprised of:
 - The Clinical Program Director
 - The Clinic Manager (and Placement Coordinator)
 - The Head of the School of Psychology
 - The Chief Psychologist of ACT Mental Health Branch
 - The Placement Coordinator or Head of Psychology at the Canberra Hospital
 - Representatives of other placement agencies (eg. Southern Area Health Service, Vietnam Veteran's Counselling Service, etc.)

The central role of this committee is to provide a formal forum for advice and feedback on any aspect of the clinical program.

1.15 Clinical Program Staff

Clinical Program Director

Assoc. Professor Richard O’Kearney BA (Hons) Qld., DipAppPsych, Flind., MPsyc, Syd., PhD, Griffith, MAPS

Major teaching responsibilities:

Cognitive Behaviour Therapy, Models and Methods in Clinical Psychology I & II

Major Research Areas:

Language and Psychopathology, OCD, PTSD. Developmental models of Psychopathology

Contact Details:

Phone: 02 6125 8158

Email Richard.Okearney@anu.edu.au

Clinic Manager

Mr Salih Ozgul BSc (Hons) Deakin, MPsyc Syd

Major teaching responsibilities:

Clinical Case Presentations

Major Research Areas:

Grief, depression, anxiety, guilt, and shame.

Contact Details:

Phone: 02 6125 0412

Email: Salih.Ozgul@anu.edu.au

Clinical Program Teaching Staff

Dr Jay Brinker BA (Hons) Calgary, MPsych., PhD Western Ontario

Major teaching responsibilities:

Working with special populations; Research methods in Clinical and Health Psychology

Major Research Areas:

Geriatric Mental Health, Developmental Models of Ageing, Depression, Rumination

Contact Details:

Phone: 02 6125 2067

Email: Jay.Brinker@anu.edu.au

Professor Don Byrne BA (Hons) PhD Adel., FASSA, FAPS

Head, School of Psychology

Major teaching responsibilities:

Models and Methods 1 (Presentation of Psychological Abnormality), Health Psychology

Major Research Areas:

Research work is presently focused on (a) Type A behaviour, occupational stress and cardiovascular disease, (b) the role of goal frustration in hypertension, (c) nature and measurement of adolescent stress. (d) adolescent stress in relation to health risk behaviours, (e) coping with chemotherapy for breast cancer, and (f) development of health risk behaviours in children.

Contact Details:

Phone: 02 6125 3974

Email: Don.Byrne@anu.edu.au

Dr Lainie Hart BA/BSc (Hons) ANU., MClinNeuro, PhD Macq.

Major teaching responsibilities:

Clinical Neuropsychology

Major Research Areas:

Developmental Neuropsychology, Cognitive Neuropsychology, Neuropsychology and Rehabilitation

Contact Details:

Email: Lainie.Hart@anu.edu.au

Dr Bernd Heubeck DipPsych Kiel., PhD ANU.

Major teaching responsibilities:

Psychological Interventions I, Assessment and Treatment of Child & Adolescent Behaviour Disorders; Developmental Disabilities.

Major Research Areas:

Child and family psychology, school psychology, parent training, mental health, clinical and program evaluation

Contact Details:

Phone: 02 6125 0635

Email: Bernd.Heubeck@anu.edu.au

Dr Jeff Ward BA (Hons) Syd., PhD NSW

Major teaching responsibilities:

Models and Methods II (Substance Use Disorders), Interpersonal Approaches to Psychotherapy.

Major Research Areas:

Empathy; psychotherapy process research; personality disorder; substance use and abuse

Contact Details:

Phone: 02 6125 4208

Email: Jeff.Ward@anu.edu.au

Dr Ross Wilkinson BPsych (Hons) James Cook, PhD (ClinPsych) ANU, MAPS

Major teaching responsibilities:

Clinical Psychological Assessment

Major Research Areas:

Interpersonal relationships, psychological attachment in adults and adolescents, psychological health in adults and adolescents, personality and psychological health, childbearing and parenthood.

Contact Details:

Phone: 02 6125 2814

Email: Ross.Wilkinson@anu.edu.au

Casual Teaching Staff

Dr Michael Bird BA (Hons) *Flinders*, MA (Clin Psych) *Flinders*, PhD *La Trobe*

Working with special populations (Ageing)

Dr Chris Kilham BA(Hons), DipEd, PhD (Developmental Disabilities)

Clinical Associates

Dr Michael Bird, BA (Hons) *Flinders*, MA (Clin Psych) *Flinders*, PhD *La Trobe*

Greater Southern Area Health Service, Aged Care

Ms Annaliese Blair, BA (Hons) *ANU*, MA (Clin Psych) *ANU*

Greater Southern area Health Service, Aged Care

Mr Tony Corless, BSc (Hons) *ANU*, MA (Clin Psych) *ANU*

The Canberra Hospital, Department of Psychology

Ms Tara Craft, BPsych (Hons) *Sydney*, MA (Clin Psych) *NSW*

Greater Southern Area Child and Adolescent Mental Health Services

Mr Tim Grenfell, Greater Southern Area Mental Health Service

Mr Jim Huntley, BA (Psych) *Guelph, Ont. Canada*; M.Litt (Psych) *UNE, Armidale*; PhD Candidate, *La Trobe*

Ms Elissa Jacobs, The Canberra Hospital, Pediatrics

Ms Rhiannon Mulcahy, BPsych (Hons) *James Cook*, PhD Candidate, *ANU*, Perinatal Mental Health

Ms Patricia Peneder, BPsych (Hons) *Bogota, Colombia*, MCLinPsych *ANU*

The Canberra Hospital, Department of Psychology

Ms Fiona Perrett, BPsych (Hons) *James Cook*, MA (Clin Psych) *James Cook*

Greater Southern Area Child and Adolescent Mental Health Services

Ms Wendy Preston, MSc, MS(Psych) *Wollongong*, GradDip in Crim., MSc(Crim) *Charles Sturt*

ACT Child and Adolescent Mental Health Services

Ms Rebecca Reay, BAppSci (OT) *Sydney*, Accredited Occupational Therapist

The Canberra Hospital, Academic Unit of Psychological Medicine

Dr Juanita Smith, Postgrad Dip *Otago*, PhD *Otago*

ACT Mental Health

Ms Marion Swetenham, BA (Hons) *SA*, MCLinPsyc *ANU*

The Canberra Hospital, Pain Management Unit

Mr Paul Whyte, CandPsych *Copenhagen*, MAPS

Woden Mental Health Unit

1.16 School of Psychology Staff

Head of School

Professor Donald G. Byrne, BA PhD *Adel.*, FASSA, FAPS, FICPM

Graduate Studies Convenor

Professor Michael J. Smithson, BSc PhD *Oregon.*, FASSA

Academic Staff

Professor

John C. Turner, BA *Sussex.*, BA PhD *Bristol.*, FASSA (current Australian Professorial Fellow)

Associate Professors

Elinor McKone, BSc GrapDipSci PhD *ANU.* (current QE II Discovery Fellow)

Richard O'Kearney BA *Qld.*, DipAppPsych *Flinders.*, MPsych *Syd.*, PhD *Griffith*

Michael Platow, BA., PhD *UCLA*

Senior Lecturers

Anne Aimola Davies BA (Hons) *York.*, PDipClinPsych *Auckland.*, PhD *Auckland*

Mark Edwards, BE (Hons) *Qld.*, BSc (Hons) *ANU* PhD *Melb.*

Bernd Heubeck, DipIPsych *Kiel.*, PhD *ANU.*

Kristen Pammer, BSc (Hons), MSc, *Wollongong.*

Kate Reynolds, BA *Qld.*, GradDipPsych *Qld.*, PhD *ANU* (current Australian Research Fellow)

Jeffrey Ward, BA *Syd.*, PhD *NSW.*

Ross B. Wilkinson, BPsych *James Cook*, PhD (Clin Psych) *ANU*, MAPS

Lecturers

Jay Brinker, BA (Hons) *Calgary*, MPsych., PhD *Western Ontario*

Phillipa Butcher, BA (Hons) *Qld.*, MA (Sociology) *ANU.*, MA (Psychology), PhD *Groningen*

Brendan O'Brien, BA (Psychology) *Nth Iowa.*, PhD *Washington*

Lainie Hart, BA, BSc (Hons) *ANU.*, MClInNeuro., PhD *Macq.*

Dirk van Rooy, BA, MSc, PhD *Free University of Brussels*

Clinic Manager

Mr Salih Ozgul, BSc (Hons) *Deakin*, MPsych *Syd*

Administration and Technical Staff

Mary Dalton, IT Officer

Petrina Daniel, IT Support Officer

Kate Hogan, School Administrator

Allan Lucas, Technical Officer (Workshop Support)

Duncan McWilliam, IT Officer

Shane Pozzi, Technical Manager

Jenny Sutton, Assistant Administrator

Caroline Twang, Assistant Administrator

1.17 Resources for Students

As well as the general facilities provided by the University for graduate students, the School of Psychology has various facilities for the exclusive use of students in the Clinical Program.

The ANU Psychology Clinic

Manager: Mr Salih Ozgul

The ANU Psychology Clinic is a research, training and treatment centre offering specialized psychological services to the community. The clinic provides assessment and psychological treatment for adults and children with emotional or behavioural problems including anxiety disorders, depression, grief and stress related health conditions. Therapy is provided individually or within groups, is time limited, and based upon evidence-based practices. All clinical program students will be required to undertake at least one clinical placement in the Psychology Clinic. This will usually be their first placement of the Clinical Program.

Psychological Test Library

Convenor: Dr Ross Wilkinson

The School of Psychology maintains an extensive library of psychological tests and test materials that clinical program students may access. Tests may be borrowed for periods of up to two weeks depending on demand for particular instruments. Note that students are responsible for any test materials that they borrow from the test library and are held accountable for missing items. For details of tests held and borrowing protocols contact the Test Library Assistant, Caroline Twang (X52795).

Computer and office facilities

Manager: Mr Shane Pozzi

A student common room is provided adjacent to the Psychology Clinic for the exclusive use of clinical program students. This room has tea and coffee making facilities, a kitchenette, several desks and computers, and lockable filing cabinets. All clinical program students also have access to the common computers and printing facilities provided to fourth year and postgraduate students on the first floor of the psychology building. Students enrolled in the Doctor of Psychology (Clinical) and the PhD program have shared office space. Computing facilities will be provided for their exclusive use in this office space.

All students have unlimited access to printers and photocopiers within the School. Detailed information on photocopier access, printing, stationery and mail services is available at the School of Psychology office and in the Staff /Student Induction Manual which is available in hard copy or from the School of Psychology homepage.

Research Funds

Research students are required to submit a yearly budget for research funds. A set allocation of funds is made available to students enrolled in the Master of Clinical Psychology.

2. COURSE STRUCTURE

The first two years of the programs are identical, while DPsych students undertake additional coursework, placement and research units in their third year, and PhD (Clinical Psychology) continue their research in their 3rd and 4th years. Each 'course' may be comprised of a number of 'sub-courses'. The formal result of any clinical coursework unit is based on the results of these associated sub-courses. Unsatisfactory performance on any sub-course may result in overall failure of the relevant course. Sub-courses may vary from year to year depending on staffing and other resource related issues.

The clinical programs involve the following schedule of coursework and field placements, combined with enrolment in research related units.

Stage	Course Name	Associated Sub-Courses
Year 1		
Semester 1	Clinical Coursework I	Clinical Psychological Assessment Models and Methods in Clinical Psychology I Psychological Interventions I
Semester 1	Clinical Field Placement I	Clinical Placement I Professional Practice I
Semester 2	Clinical Coursework II	Child and Family Assessment and treatment Models and Methods in Clinical Psychology II Developmental Disabilities Research Methods in Clinical and Health Psychology
Semester 2	Clinical Field Placement II	Clinical Placement II Professional Practice II
Year 2		
Semester 1	Clinical Coursework III	Interpersonal Approaches to Psychotherapy Introduction to Clinical Neuropsychology
Semester 1	Clinical Field Placement III	Clinical Placement III Professional Practice III
Semester 2	Clinical Coursework IV	Health Psychology Working with special populations Clinical Workshops
Semester 2	Clinical Field Placement IV	Clinical Placement IV Professional Practice IV
Year 3 (DPsych only)		
Semester 1	Clinical Coursework V	Advanced Clinical Workshops Forensic Clinical Psychology
Semester 1	Research Practicum I	
Semester 2	Clinical Coursework VI	Advanced Clinical Workshops Advanced Psychotherapy workshop
Semester 2	Research Practicum II	

3. MASTER OF CLINICAL PSYCHOLOGY

The Master of Clinical Psychology degree is a two-year (full-time) or four year (part-time) program consisting of coursework, clinical placements (1 000 hours) and a research project (12 000 words in total). Students completing this degree are required to enrol in and satisfactorily complete the following units:

Units associated with the MCLinPsych

Stage	Credit Point Value	Unit Code	Unit Name
Year 1			
Semester 1	12	PSYC8101	Clinical Coursework I
Semester 1	6	PSYC8201	Clinical Field Placement I
Semester 1	6	PSYC8301	Clinical Research I
Semester 2	12	PSYC8102	Clinical Coursework II
Semester 2	6	PSYC8202	Clinical Field Placement II
Semester 2	6	PSYC8302	Clinical Research II
Year 2			
Semester 1	12	PSYC8103	Clinical Coursework III
Semester 1	6	PSYC8203	Clinical Field Placement III
Semester 1	6	PSYC8303	Clinical Research III
Semester 2	12	PSYC8104	Clinical Coursework IV
Semester 2	6	PSYC8204	Clinical Field Placement IV
Semester 2	6	PSYC8304	Clinical Research IV

3.1 Component Weightings

Technically, the three components of the Master of Clinical Psychology have the following weightings; Coursework (50%), Clinical Placements (25%), Research (25%).

3.2 Clinical Placements

In their first semester, students attend courses preparing them for their first clinical practice placement which begins in June-July of the first year. Subsequently they undertake two or more supervised clinical field placements amounting to a total of 1000 hours. Clinical Placements are undertaken in the ANU Psychology Clinic and in a variety of community and hospital based settings within Canberra or nearby country areas, and include community health centres, general hospital, psychiatric and medical units, neurology and neuropsychology services, veterans' counselling services, and alcohol and drug services. Placement allocation is by negotiation with the Placement Coordinator, though all students are required to take at least one adult-based placement and at least one child-based placement during their course. Ideally, all students will have undertaken at least one placement in the ANU Psychology Clinic.

For more information about clinical placements please consult the *Guide to Clinical Placements*.

3.3 Research Requirements

Part of the requirements of the Master of Clinical Psychology degree is the completion of an appropriate empirical research project supervised by a member of staff of the School of Psychology. Students begin work on this project from the beginning of the first year of the course and are expected to submit the two completed written components of this project by 31 January of the year following their second year. These written components are (1) a literature review of the research topic of no more than 6000 words, and (2) a journal article manuscript of the research project of no more than 6000 words.

The research component of the Masters degree is linked to four units (PSYC8301, PSYC8302, PSYC8303 and PSYC8304). The tasks to be completed by the end of each unit are:

- PSYC8301: Nomination of supervisor and research area confirmed in writing by your supervisor.
- PSYC8302: Submission of research proposal with rationale, proposed methodology, and budget. Countersigned and supported by supervisor.
- PSYC8303: Submission of progress report countersigned and supported by supervisor
- PSYC8304: Submission and successful examination of literature review and journal article manuscript.

Format

The literature review has an upper word limit 6000 words and is designed to demonstrate that the student has a comprehensive grasp of the relevant research literature on the topic of their research project. This literature review will develop and state the hypotheses that are examined in the journal article manuscript and can be seen as an extended version of the Introduction that appears in the journal article manuscript. Normally the literature review would be between 5000 and 6000 words in length. It should be written in prose form and follow APA style guidelines.

The results of the student's empirical study should be written up in the form of a journal article manuscript of no longer than 6000 words. It should adhere to APA guidelines with respect to such manuscripts. The intention is that the final product be in the form that would be submitted to an appropriate journal for publication. That is, guidelines with regards to pagination, spacing, fonts, placement of tables and figures etc., should be strictly adhered to. The School keeps several copies of the APA manual which can be borrowed on a short term basis but students are encouraged to purchase their own copy of the APA publication manual (5th ed.) and to follow its advice.

Supervision

All students must have a supervisor or co-supervisor for their thesis work in the School of Psychology. Students may have supervisors outside the School of Psychology. However, where the student's primary supervisor is not a member of the clinical teaching staff of the School, the student should have one member of the clinical staff as a co-supervisor or advisor.

Submission Procedures

Two copies of the literature review and three copies of the journal article manuscript should be submitted to the student's supervisor by the due date. Each copy of the journal article manuscript should be in demountable binding. The literature review need not be bound at this stage.

On completion of the examination process, one copy of the literature review and journal article manuscript should be bound together and submitted to the School of Psychology for archiving. This final document must have a special title page, declaration and Table of Contents. (see completed manuscripts for examples). A disk containing a full copy of the literature review and journal article manuscript should also be submitted. This disk should also contain the data used in the study (e.g. SPSS system file)

Examination procedures

When the student has submitted, the supervisor will inform the Director of the Clinical Program and the Psychology Postgraduate Convenor. The literature review will then be examined by the student's supervisor. The journal article manuscript is not examined by the student's supervisor but has one internal examiner (i.e. in the School of Psychology) and one external examiner (i.e. external to the ANU). The internal examiner will be selected by the Graduate Studies Convenor in consultation with the Director of the Clinical Program while the external examiner will be selected by the Graduate Studies Convenor in consultation with the student's supervisor. Normally, at least one of the examiners will have expertise in clinical psychology.

For both pieces of work there are four possible grades

- Unconditional pass - the work is of a satisfactory standard
- Conditional pass - the work is satisfactory subject to minor corrections or amendments to the satisfaction of the supervisor.
- Resubmission - the piece of work should be resubmitted for examination after substantial revision and/or modification.

Fail - the work is of an unsatisfactory standard.

Clinical Content

The research project undertaken by the student must always have demonstrable clinical relevance. The project may, for example, be explicitly examining clinical phenomena. On the other hand, the project may be examining how normative psychological hypotheses apply to clinical populations. Part of the reason that every project must have a clinical staff member either as a supervisor or as a co-supervisor is to advise on the issue of clinical content.

4. DOCTOR OF PSYCHOLOGY (CLINICAL)

The Doctor of Psychology (Clinical) degree is a three year (full-time) or six year (part-time) program consisting of coursework, clinical placements, research practicums and a substantial research-based thesis (30 000 - 40 000 words). Students completing this degree are required to enrol in and satisfactorily complete the following units:

Units comprising the DPsych (Clinical)

Stage	Credit Point Value	Unit Code	Unit Name
Year 1			
Semester 1	6	PSYC8101	Clinical Coursework I
Semester 1	6	PSYC8201	Clinical Field Placement I
Semester 1	12	PSYC9001F	DPsych Research
Semester 2	6	PSYC8102	Clinical Coursework II
Semester 2	6	PSYC8202	Clinical Field Placement II
Semester 2	12	PSYC9001F	DPsych Research
Year 2			
Semester 1	4	PSYC8103	Clinical Coursework III
Semester 1	6	PSYC8203	Clinical Field Placement III
Semester 1	14	PSYC9001F	DPsych Research
Semester 2	4	PSYC8104	Clinical Coursework IV
Semester 2	6	PSYC8204	Clinical Field Placement IV
Semester 2	14	PSYC9001F	DPsych Research
Year 3			
Semester 1	2	PSYC9101	Clinical Coursework V
Semester 1	8	PSYC9203	Research Practicum I
Semester 1	14	PSYC9001F	DPsych Research
Semester 2	2	PSYC9102	Clinical Coursework VI
Semester 2	8	PSYC9204	Research Practicum II
Semester 2	14	PSYC9001F	DPsych Research

4.1 Entry and transfer to the Doctor of Psychology (Clinical) program

Entry into the Doctor of Psychology (Clinical) program may be either direct or via transfer from either the Master of Clinical Psychology or PhD (Clinical Psychology) programs. Students wishing to transfer to the DPsych program will normally do so at the end of their first year of study. Such applications should be made through the normal university application procedures for postgraduate degrees. Students intending to transfer are strongly advised to consult with their research supervisors before making such an application. Consideration of an application for transfer will be based on *inter alia* the applicant's performance in the course, the quality and suitability of the proposed research, and the availability of appropriate supervision or co-supervision in the School of Psychology.

4.2 Clinical Placements

In their first semester, students attend courses preparing them for their first clinical practice placement which normally begins in June-July of the first year. Subsequently they undertake four or more supervised clinical field placements amounting to a total of 1500 hours. Clinical placements are undertaken in the ANU Psychology Clinic and in a variety of community and hospital based settings within Canberra or nearby country areas, and include community health centres, general hospital, psychiatric and medical units, neurology and neuropsychology services, veterans' counselling services, and alcohol and drug services. Placement allocation is by negotiation with the Placement Coordinator, though all students are required to take at least one adult-based placement and at least one child-based placement during their course. Ideally, all students will have completed two placements in the ANU clinic with the second of these as a senior intern.

Please note that in order to undertake clinical placements in the clinical program students must seek and obtain conditional registration to practise as a psychologist with ACT Psychologist's Registration Board. Students who do not have such registration or who are not eligible to obtain it cannot undertake clinical placements and, thus, cannot complete the Doctor of Psychology (Clinical) degree.

For more information about clinical placements please consult the *Guide to Clinical Placements*.

4.3 Research Requirements

Part of the requirements of the Doctor of Psychology (Clinical) degree is the completion of an appropriate empirical research thesis usually supervised by a member of staff of the School of Psychology. Students begin work on their thesis from the beginning of the first year of the course and are expected to submit the completed thesis by their course end date. This thesis should be equivalent in scope and size to a research only Master's thesis.

The research component of the DPsych (Clinical) degree is represented by enrolment in PSYC9001F to the value of 80 units over the duration of your enrolment and completion of two research practicum units (PSYC9203; PSYC9204). The tasks to be completed by the end of each of the latter two units are:

PSCY9203: Completion of a research practicum involving a clinical specialisation in the area of your research.
 PSYC9204: Completion of a research practicum involving a clinical specialisation in the area of your research and submission of formal research reports of clinical research studies undertaken using appropriate research design, analysis and implementation.

The research practicum components entail the candidate conducting applied research that is demonstrably related to the main thesis topic. This research may employ a range of methodologies accepted in the field of clinical psychology and could include *inter alia*:

- A connected series of single-case studies
- An evaluation of a particular intervention
- An evaluation of an intervention program instituted by an agency.

This component of the research must integrate with the major theoretical and empirical work presented in the rest of the thesis. The research practicum component is *in addition* to the thesis requirements. The formal research reports of the research practicum can be either incorporated into the final submitted thesis as chapters or appendices or presented and examined as separate components.

Annual milestones reports are required as part of the research process and by the end of the first four semester of enrolment students are expected to have completed the following:

Sem 1: Nomination of supervisor and research area confirmed in writing by your supervisor.

Sem 2: Submission of research proposal with rationale, proposed methodology, and budget.
 Countersigned and supported by supervisor.

Sem 3: Submission of progress report countersigned and supported by supervisor

Sem 4: Submission of progress report countersigned and supported by supervisor

Sem 5: Submission of progress report countersigned and supported by supervisor
Sem 6: Submission of thesis and write-up of research practicums

Format

As a guideline the overall length of the thesis should be around 30 000 to 40 000 words. However, this is a guideline only. Students should follow the ANU requirements for Masters and PhD-by-research theses as indicated in the Research Award Rules 2006 <http://www.anu.edu.au/cabs/rules/>

Supervision

All students must have a supervisory panel for their D.Psych research work in the School of Psychology. Where the student's primary supervisor (panel chair) is not a member of the clinical teaching staff of the School, the student should have one member of the clinical staff as a co-supervisor or advisor. Students may have supervisors outside the School of Psychology. However, they must always have an internal supervisor as well.

Submission Procedures

Submission procedures for the Doctor of Psychology (Clinical) thesis are the same as those for PhD submission. Candidates should follow the procedures outlined in the degree rules and degree working rules.

Examination Procedures

The Doctor of Psychology (Clinical) thesis is normally examined by at least two external (to the ANU) examiners and is handled in a similar way to the examination of research-only PhDs. Consult the degree rules and working rules for details. Normally, at least one of the examiners will have expertise in clinical psychology.

Clinical Content

The research thesis undertaken by the student must always have demonstrable clinical relevance. The work may, for example, be explicitly examining clinical phenomena. On the other hand, the work may be examining how normative psychological hypotheses apply to clinical populations. Part of the reason that every project must have a clinical staff member either as a supervisor or as a co-supervisor is to advise on the issue of clinical content.

5. DOCTOR OF PHILOSOPHY (CLINICAL PSYCHOLOGY) (PHD)

The Doctor of Philosophy (Clinical Psychology) degree is a four year (full-time) or eight year (part-time) program consisting of coursework, clinical placements (1000 hours) and a research thesis similar in size and scope to a research-only PhD thesis. Students completing this degree are required to enrol in a PhD and also enrol and satisfactorily complete the following courses over the 4 years of their PhD enrolment:

Courses associated with the PhD (Clinical Psychology)

Stage	Credit Point Value	Unit Code	Unit Name
Year 1			
Semester 1	12	PSYC8101	Clinical Coursework I
Semester 1	6	PSYC8201	Clinical Field Placement I
Semester 1	6	PSYC8301	Clinical Research I
Semester 2	12	PSYC8102	Clinical Coursework II
Semester 2	6	PSYC8202	Clinical Field Placement II
Semester 2	6	PSYC8302	Clinical Research II
Year 2			
Semester 1	12	PSYC8103	Clinical Coursework III
Semester 1	6	PSYC8203	Clinical Field Placement III

Semester 1	6	PSYC8303	Clinical Research III
Semester 2	12	PSYC8104	Clinical Coursework IV
Semester 2	6	PSYC8204	Clinical Field Placement IV
Semester 2	6	PSYC8304	Clinical Research IV

5.1 Component Weightings

Technically, the three components of the Doctor of Philosophy (Clinical Psychology) have the following weightings; Coursework (22%), Clinical Placements (11%), PhD Research (67%).

5.2 Entry and transfer to the PhD (Clinical Psychology) program

Entry into the PhD (Clinical Psychology) program may be either direct or via transfer from either the Master of Clinical Psychology or DPsych (Clinical) programs. Students wishing to transfer to the PhD program will normally do so at the end of their first year of study. Such applications should be made through the normal university application procedures for postgraduate degrees. Note that students intending to transfer are strongly advised to consult with their research supervisors before making such an application. Consideration of an application for transfer will be based on *inter alia* the applicant's performance in the course, the quality and suitability of the proposed research, and the availability of appropriate supervision or co-supervision in the School of Psychology.

5.3 Clinical Placements

In their first semester, students attend courses preparing them for their first clinical practice placement which begins in June-July of the first year. Subsequently they undertake two or more supervised clinical field placements amounting to a total of 1000 hours. Clinical Placements are undertaken in the ANU Psychology Clinic and in a variety of community and hospital-based settings within Canberra or nearby country areas, and include community health centres, general hospital, psychiatric and medical units, neurology and neuropsychology services, veterans' counselling services, and alcohol and drug services. Placement allocation is by negotiation with the Placement Coordinator, though all students are required to take at least one adult-based placement and at least one child-based placement during their course. Ideally, all students will have undertaken at least one placement in the ANU Psychology Clinic.

Please note that in order to undertake clinical placements in the clinical program students must seek and obtain conditional registration to practise as a psychologist with ACT Psychologist's Registration Board. Students who do not have such registration or who are not eligible to obtain it cannot undertake clinical placements and, thus, cannot complete the PhD (Clinical Psychology) degree.

For more information about clinical placements please consult the *Guide to Clinical Placements*.

5.4 Research Requirements

Part of the requirements of the PhD (Clinical Psychology) degree is the completion of an appropriate empirical research thesis usually supervised by a member of staff of the School of Psychology. Students begin work on their thesis from the beginning of the first year of the course and are expected to submit the completed thesis by their course end date. This thesis should be equivalent in scope and size to a research-only PhD thesis.

The research component of the PhD (Clinical Psychology) degree is linked to four units (PSYC8301, PSYC8302, PSYC8303, PSYC8304). The tasks to be completed by the end of each unit are:

- PSYC8301: Nomination of a supervisory panel and research area confirmed in writing by your primary supervisor.
- PSYC8302: Submission of research proposal with rationale, proposed methodology, and budget. Countersigned and supported by your primary supervisor.
- PSYC8303: Submission of progress report countersigned and supported by supervisor
- PSYC8304: Submission of progress report countersigned and supported by supervisor

Format

Students should follow the ANU requirements for Doctor of Philosophy theses. See the Research Award Rules 2006 <http://www.anu.edu.au/cabs/rules/>

Supervision

All students must have a supervisory panel for their PhD thesis work in the School of Psychology. Where the student's primary supervisor is not a member of the clinical teaching staff of the School, the student should have one member of the clinical staff as a co-supervisor or advisor. Students may have supervisors outside the School of Psychology. However, they must always have an internal supervisor as well.

Submission Procedures

Candidates should follow the procedures outlined by the ANU for examination of PhD theses in the Research Award Rules 2006 <http://www.anu.edu.au/cabs/rules/>

Examination procedures

The PhD (Clinical Psychology) thesis is examined by at least two external (to the ANU) examiners and is handled in the same way as the examination of research-only PhDs. Consult the degree rules for details. Normally, at least one of the examiners will have expertise in clinical psychology.

For the thesis there are four possible grades indicated by each examiner

- Unconditional pass - the work is of a satisfactory standard
- Conditional pass - the work is satisfactory subject to minor corrections or amendments to the satisfaction of the supervisor.
- Resubmission - the piece of work should be resubmitted for examination after substantial revision and/or modification.
- Fail - the work is of an unsatisfactory standard.

Clinical Content

The research thesis undertaken by the student must always have demonstrable clinical relevance. The work may, for example, be explicitly examining clinical phenomena. On the other hand, the work may be examining how normative psychological hypotheses apply to clinical populations. Part of the reason that every project must have a clinical staff member either as a supervisor or as a co-supervisor is to advise on the issue of clinical content.

6. SUB-COURSES - BRIEF DESCRIPTIONS

Specific details of coursework sub-courses may vary from year to year. Detailed information about these sub-courses may be found in the appropriate coursework sub-course guides distributed by course convenors. The following are brief descriptions of the coursework sub-courses.

Sub-courses associated with Clinical Coursework I (PSYC8101)

Clinical Psychological Assessment

(Convenor: Dr Ross Wilkinson)

3 hrs/week

The major aims of this course are to provide students with the basic knowledge and framework to conduct initial clinical interviews and to provide them with an understanding of the characteristics and objectives of psychological testing. The first part of the course will focus on building skills in clinical interviewing and hypothesis generation. The second part will focus on issues relevant to the interpretation of test performance (e.g., use of standardised procedures and normative data, reliability and validity) and

psychological report writing. Application of these concepts will be considered in three areas of assessment — clinical symptoms, intellect and personality. A practical component is also included in which students will be involved in planning, conducting and reporting results of both intellectual and personality assessments. Assessable components include exams, videos of test administrations, and psychological reports of assessments.

Models and Methods in Clinical Psychology I

(Convenor: Assoc. Prof. Richard O’Kearney)

(Staff: Professor Don Byrne, Assoc. Prof. Richard O’Kearney)

3 hrs/week

This course provides an introduction to clinical practice that covers the major theoretical models for understanding psychological disorders and clinical interventions. It begins with an examination of how the presentation of psychopathology in various settings and the organization of diagnosis. The course then focuses on the major affective and anxiety disorders detailing the contemporary cognitive, behavioural and emotional models of these disorders and the methods for their assessment and treatment. Psychological assessment and interventions for the major affective and anxiety disorders with a focus on cognitive-behavioural approaches and psychopharmacology are described. The course is assessed with a case conceptualisation and frequent case-based take home tests.

Psychological Interventions I

(Convenor: Dr Bernd Heubeck)

(Staff: Dr Bernd Heubeck, Assoc. Prof. Richard O’Kearney, Mr Salih Ozgul)

Six full day workshops

This course aims to begin to develop the trainee’s ability in providing effective psychological interventions. The first four workshops focus on the prerequisite psychotherapy skills needed to engage, interact with and deliver psychological interventions within a sound psychotherapeutic relationship. They review and develop micro and macro counselling skills and how to utilise these in the clinical context. They teach these skills within an overarching therapy framework which allows for the integration of other more specific approaches. Participation in discussions and review of taped role-plays is a requirement as is the actual demonstration of competence in the use of the micro and macro skills taught.

The second half of this course offers 2 workshops which teach specific cognitive-behavioural skills and practices and complement Models and Methods in Clinical Psychology 1 for the effective use of interventions in depression and anxiety disorders. The assessment task is to prepare a cognitive-behavioural orientated treatment manual for the individual assessment and treatment of a depressive or anxiety disorder.

Sub-courses associated with Clinical Field Placement I (PSYC8201)

Clinical Placement I

Four half day clinic observational

This course introduces trainees to their professional activities as clinical psychologists through involvement with the ANU’s Psychology Clinic. Trainee will be exposed to clinical work by observation of clinical sessions and clinical supervision.

Professional ethics and professional practice I

1 hr/week

Trainees are required to attend Professional Practice meetings that are held throughout the year. In addition to case presentations there will be specific sessions considering important ethical issues in the practice of clinical psychology.

Sub-courses associated with Clinical Coursework II (PSYC8102)

Models and Methods in Clinical Psychology II

(Convenor: Assoc. Prof. Richard O’Kearney)

(Staff: Dr Angela White, Assoc. Prof. Richard O’Kearney and Dr Jeff Ward)

2 hrs/week

This course continues the focus on models of specific psychological disorders and their treatment begun in Models and Methods in Clinical Psychology 1 by focusing on schizophrenia and other psychotic disorders, substance use disorders, obsessive-compulsive spectrum disorders. Psychological assessment, interventions and rehabilitation for these disorders with a focus on motivational interventions and cognitive-behavioural approaches are described. Assessment consists of a formal assessment report from case based material, a learning journal and a case report.

Child and Family Assessment and Treatment

(Convenor: Dr Bernd Heubeck)

Four full day workshops

This course provides an introduction to clinical practice that covers the major theoretical models for understanding psychological disorders presenting in childhood and adolescence and the effective clinical interventions for these disorders. The main goals of the course are for trainees to understand the developmental framework to the study of emotional and behavioural problems of children and adolescents, assess and appropriately formulate these problems and select appropriate interventions and apply them effectively. Some variation in the content of these workshops may occur from year to year. However, some externalising (e.g. ODD, CD) as well as some internalising disorders (e.g. anxiety, depression) will always be covered. Treatment models will emphasise empirically validated assessment and treatment, esp. CBT, parent training, school and family interventions. Participation in the discussions, exercises and role plays is a requirement, as is the demonstration of competence in conceptualising cases and treatment planning.

Research Methods in Clinical and Health Psychology

(Convenor: Dr Jay Brinker)

2 hrs/week

The underlying philosophy of professional psychology advocated in this program is the scientist-practitioner model. Essentially this model argues that to be an effective and responsible, professional psychologist, scientific research should both inform and be part of your practice. Thus, appropriate clinical research skills (both methodological and statistical) are viewed as an essential part of your professional training.

The main goals of this course

- To update/refresh participants understanding and critical thinking of psychological research methodology and multivariate statistical analysis, particularly as they apply to clinical and health research.
- To introduce participants to applications of advanced statistical techniques in clinical and health psychology (eg Structural Equation Modelling)
- To introduce participants to research methodologies that can be applied in independent clinical practice (eg Single-Case Designs)
- To assist students to become familiar with the research and thesis requirements of their degree.
- To assist participants in the development and formulation of the appropriate research methodology for their research project/thesis.

Developmental Disabilities

(Convenor: Dr Bernd Heubeck; Staff: Dr Chris Kilham)

One workshop plus 2 days school observational assessment

These three days complement Child and Family Assessment and Treatment by offering training in understanding and communicating effectively with children with a developmental handicap. A report based on a two day placement at a special school is a requirement.

Sub-courses associated with Clinical Field Placement II (PSYC8202)

Clinical Placement II

ANU Clinic Placement

In this unit trainees begin undertaking clinical work. The clinical work will involve assessing and treating clients in the School's Psychology Clinic under the supervision of various members of staff. Trainees are

expected to carry a case-load of 4 clients, attend supervision with their allocated supervisor and other supervisor and professional activities.

Professional ethics and professional practice II

1 hr/week

Professional Practice meeting and other clinic meetings and sessions on ethical issues

Sub-courses associated with Clinical Coursework III (PSYC8103)

Interpersonal Approaches to Psychotherapy

(Convenor: Dr Jeff Ward)

3 hr/week

This course provides training in interpersonal approaches to psychotherapy and an understanding of the theoretical background underpinning these approaches. Interpersonal therapy as a time-limited approach to depression is covered in detail. Interpersonal aspects of the psychotherapy process more generally and the interpersonal conceptualisation of more complex cases is also covered. The latter includes the development of an understanding of the role of the therapeutic alliance in psychotherapeutic treatment and the clinical management of alliance strains and ruptures. Assessment consists of a weekly learning journal and adequate course participation.

Introduction to Clinical Neuropsychology

(Convenor: Dr Lainie Hart)

2 hrs/week

This unit is primarily concerned with assessment of the cognitive and behavioural consequences of brain damage or abnormal brain functioning (including disorders of memory, attention, language, perceptual and visuo-spatial analysis and executive functioning), which can occur as the result of a variety of neurological conditions (e.g., traumatic brain injury, cerebrovascular disease, dementia)). In this course, an emphasis will be placed on neuropathological conditions commonly seen in rehabilitation and hospital settings, with a particular focus on the neuropsychological presentation, assessment and treatment/management of such conditions. Methods of assessment for the course include development of a reference folder (including neuropsychological test normative data) and a Neuropsychological Assessment Report and Feedback Report.

Sub-courses associated with Clinical Field Placement III (PSYC8203)

Clinical Placement III

Trainees will continue their clinical work at the beginning (late January) of the second year of the program and are required to complete 100 days of clinical work in the second year in three different settings (2/3 days per week). This will involve either working in a clinical setting external to the university or undertaking a specialist clinical placement in the Schools' Psychology Clinic. All trainees are required to undertake an adult and a child placement but other placements can be negotiated.

Professional Ethics and Professional Practice III

1 hr/week; Placements

Trainees are required to attend the Professional Practice meeting.

Sub-courses associated with Clinical Coursework IV (PSYC8104)

Health Psychology

(Convenor: Professor Don Byrne)

2 hrs/week

This course will provide an overview of contemporary models and theories of health psychology, covering its history and origins, current definitions, principal models of explanation, stress as a core concept, life events and other stressors, social networks and supports, psychosocial aetiologies and epidemiology. By the end of the course trainees will be familiar with the major theories of stress and the evidence identifying both

general and situation-specific stressors; competently identify the psych-social factors associated with the onset or worsening of a range of human illness and assess these in a clinical situation and competently apply the broad range of clinical psychological intervention shown to be of use in the management of human illnesses. Assessment involves consideration of a detailed case description and the formulation of assessment and treatment plans based on that case material.

Working with Special Populations

(Convenor: Dr Jay Brinker)

4 full day workshops

These courses focus on assessment and interventions with specific populations that often present special challenges and require special techniques. This year workshops will include working as a clinical psychologist with people with personality disorders, particularly borderline personality and dialectic behaviour therapy, and working with the elderly.

Advanced workshops

12 to 24 hours of workshops

As part of the requirements of PSYC8104, students are required to attend and participate in some of the workshops presented by the 3rd year DPsych students as part of their Advanced Practice Workshop sub-unit and other specialist workshops presented by invited experts.

Sub-courses associated with Clinical Field Placement IV

Clinical Placement IV

Trainees continue their clinical placements.

Professional Ethics and Professional Practice IV

Contribution to the Psychology Clinic's Professional practice meeting.

Sub-courses associated with Clinical Coursework V & VI (PSYC9101/PSYC9102)

Doctor of Psychology only

Advanced Clinical Workshops

An essential skill in contemporary clinical psychology, and for any independently practising clinical psychologist, is the ability to develop, present, and assess appropriate professional development activities. This course is designed to assist the third year doctoral student in developing the necessary strategies and techniques for successful workshop presentation as well as the opportunity to research and gain skills in an area of advanced clinical work.

In first semester, each student will be allocated a workshop supervisor, from the clinical teaching team, who will advise on and oversee the students presentation of a workshop in second semester. During first semester the student and supervisor will negotiate on a suitable topic for the workshop.

The topic of the workshop should comply with guidelines as to an appropriate evidence base. First semester will be spent developing the workshop and presenting an outline and summary of the workshop for the supervisor's approval. The workshop, of six hours duration, will be presented in second semester and will be attended by second and third year students in the clinical program. The student will take full responsibility for presenting the workshop including conducting an appropriate evaluation.

The main goals of this unit are:

- To develop skills in the presentation and self-assessment of professional development workshops.
- To develop specific skills and knowledge in an area of advanced clinical practice.

Forensic Clinical Psychology

This course consists of a series of practically orientated workshops on applications of Clinical Psychology in legal settings. Topics include Assessing and Treating Forensic Mental Health Clients; Forensic Report Writing; Assessment in Child Court cases; Assessment for Compensable injuries; Assessment of competencies; Family Court assessments.

Advanced Psychotherapy Workshop

(Convenor: Dr Jeff Ward;

(Staff: Assoc Prof. Richard O’Kearney; Dr Jeff Ward)

2 hr/week

Research Practicums I & II

PSYC9203 and PSYC9204

The extra 500 hours of supervised clinical placements for the D.Psych degree takes the form of independent clinical research in areas of specialisation related to the students’ research interest. This involves the trainee working as a psychologist in clinical settings and conducting applied research that is demonstrably related to their main thesis topic. This research may employ a range of methodologies accepted in the field of clinical psychology and could include *inter alia*: a connected series of single-case studies; an evaluation of a particular intervention; an evaluation of an intervention program instituted by an agency. The assessment for the research practicum will be by formal research reports of one or two clinical research studies using appropriate research design, analysis and implementation. These studies can be N=1 case studies, a reported series of related single cases, assessments of intervention outcomes with clinical groups or evaluation of clinical programs. Importantly, the topics or themes of the applied clinical research undertaken as part of the research practicum must be closely related to the topic or theme of the thesis and integrate with the major theoretical and empirical work presented in the rest of the thesis. Note that the Clinical Field Research component is meant to be *in addition* to the thesis research requirements.

7. STAFF RESEARCH INTERESTS

Dr Anne Aimola (Anne.Aimola@anu.edu.au)

Visual attentional processes in both neurologically-normal individuals and individuals with persisting unilateral neglect: specifically, shifting visual attention, sustained attention, object-centered reference frames, mental rotation, processing of global and local features, anosognosia and neuropsychological rehabilitation.

Dr Jay Brinker (Jay.Brinker@anu.edu.au)

Geriatric Mental Health, Developmental Models of Ageing, Depression, Rumination.

Dr Phillipa Butcher (Phillipa.Butcher@anu.edu.au)

An ongoing research interest is the consequences of early adversity, for example preterm birth, for later neuropsychological development. Two lines of particular interest are the extent to which the developing nervous system is able to compensate for early potentially damaging experiences, and the consequences of such negative experiences for attention, memory and executive functions. Deficits in these functions may impair the child's ability to learn in regular classroom settings. I hope to be able to extend this to the consequences of early malnutrition for later development and learning.

A second research interest is the extent to which developmental disorders are associated with deficits in fundamental information processing functions, for example attention, memory and executive functions, alongside the more specific dysfunctions which are symptomatic for the disorder.

Professor Don Byrne (Don.Byrne@anu.edu.au)

Research work is presently focused on (a) Type A behaviour, occupational stress and cardiovascular disease, (b) the role of goal frustration in hypertension, (c) stress and adolescent smoking behaviour and (d) coping with chemotherapy for breast cancer.

Dr Mark Edwards (Mark.Edwards@anu.edu.au)

Visual perception, particularly motion and stereoscopic-depth perception. Specific research themes include: the interaction between various pathways at different levels in the visual system; the perception of motion transparency and the interaction between neighbouring depth surfaces in stereo processing.

Dr Lainie Hart (Lainie.Hart@anu.edu.au)

Developmental Neuropsychology, Cognitive Neuropsychology, Neuropsychology and Rehabilitation.

Dr Bernd Heubeck (Bernd.Heubeck@anu.edu.au)

Child and family psychology, school psychology; including bullying, behaviour therapy and parent training, community mental health, clinical and program evaluation and youth unemployment.

Dr Elinor McKone (Elinor.McKone@anu.edu.au)

Memory and high-level perception, specifically: face recognition, implicit memory; short-term implicit memory; false memories, word recognition and object recognition.

Assoc Professor Richard O'Kearney (Richard.Okearney@anu.edu.au)

Language and psychopathology; Clinical, theoretical and intervention research into obsessive compulsive disorder and PTSD.

Dr Brendan O'Brien (B.O'Brien@anu.edu.au)

My research is directed at understanding how our eyes encode information. We all make eye movements about 3 times per second which means we need to be able to process all the visual information present (e.g. colour, form, motion etc.) inside of ~300ms. In order to cope with such a massive processing load the retina has to employ many different strategies to do it as efficiently as possible. In my lab we use anatomical, physiological and molecular biological techniques to determine where the information goes and how it gets transformed in the retina.

Dr Kristen Pammer (Kristen.Pammer@anu.edu.au)

Neuro-cognitive factors in reading and language processing, and how these may contribute to reading and

language disorders; evaluation of different models of directed visual attention; synaesthesia, and multi-modal processing - particularly visual + auditory integration.

Assoc Professor Michael Platow (Michael.Platow@anu.edu.au)

Social psychology: social identity and self-categorization; distributive and procedural fairness in interpersonal and intergroup settings; social influence; leadership; group-based trust.

Dr Kate Reynolds (Katherine.Reynolds@anu.edu.au)

Prejudice, stereotyping, intergroup conflict and cooperation, and more recently, the interface between social and organizational psychology. Current work focuses on issues of prejudice, diversity management, leadership and organizational change.

Professor Mike Smithson (Michael.Smithson@anu.edu.au)

Judgement and decision making under uncertainty; risk assessment and risk taking; social dilemmas and fuzzy logic.

Dr Dirk van Rooy (Dirk.Vanrooy@anu.edu.au)

Socio-cognitive processes that underlie consensualization within social groups, dealing with the question of how groups of individuals develop collective cognitive structures (stereotypes, norms) and social action.

Dr Jeff Ward (Jeff.Ward@anu.edu.au)

Drug use, abuse and dependence; disturbances of self and attachment in personality disorders; and, the evolutionary psychology of jealousy and other emotions. Current teaching - personality psychology in the undergraduate program, and interpersonal approaches to psychotherapy and psychotherapeutic approaches to drug and alcohol problems in the postgraduate clinical psychology program.

Dr Ross Wilkinson (Ross.Wilkinson@anu.edu.au)

Clinical psychology with a particular focus on the psychology of interpersonal relationships. Relationships during adolescence including parental relationships, friendships, intimate relationships, love, sex, and romance. Psychological attachment through the life-span, psychological health, well-being and depression. Childbearing, postnatal depression and adjustment to parenthood.

Staff from other Schools/Centres of The Australian National University

Assoc Professor Kaarin Anstey (Kaarin.Anstey@anu.edu.au)

Predictors of and prevention of cognitive aging, dementia and depression, gender differences in depression and cognitive development, neuroimaging, driving in older adults, and longitudinal methods

Professor Helen Christensen (Helen.Christensen@anu.edu.au)

Memory and intelligence in old age; causes and mechanisms of cognitive aging; quality of information on the web; delivery of mental health interventions on the net.

Appendix I

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, AOUs 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.

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