Clinical Psychology Program Handbook

2016

Research School of Psychology

- Master of Clinical Psychology
- Doctor of Psychology (Clinical)
- Doctor of Philosophy (Clinical Psychology)
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1. GENERAL

This handbook sets out core information in relation to the Clinical Psychology Program in the Research School of Psychology at the Australian National University. It is designed to be a reference source and guide for students and staff. As well as carefully reading its contents, students are required to regularly consult the Clinical Psychology Program’s Wattle (Web Access to Teaching and Learning) online sites via https://wattlecourses.anu.edu.au/login/index.php. There are three clinical Wattle sites: one for the Clinical Psychology Program generally; one for the coursework component; and one for the field placement component.

The handbook is not a formal statement by the University of its rules and procedures. Thus, it should be read in conjunction with the Clinical Program Working Rules:

In addition to the handbook, valuable information related to all stages of undertaking a higher degree at the Australian National University (from enrolment to thesis submission) can be found in “The Higher Degree Research Guide” at http://www.anu.edu.au/sas/hdr/researchguide.php

1.1 The Australian National University

The Australian National University (ANU) is located in Canberra (the national capital) and is a 10-minute walk from the city, surrounded by extensive parkland and adjacent to Lake Burley Griffin and areas of native bushland. The University has approximately 4,000 staff and 19,000 students, representing approximately 100 countries.

The ANU was established in 1946 to advance the cause of learning and research in general, and to develop the intellectual 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 Academic Ranking of World Universities has ranked the ANU as Australia's leading university several years in a row (2007-2015). In the 2015 QS World University Rankings, the ANU was also ranked as the top Australian University (19th in the world).

1.2 The Research School of Psychology

The ANU Research School of Psychology is part of the ANU College of Medicine, Biology and Environment, and has a strong complement of academic staff engaged in teaching undergraduate and postgraduate programs in psychology. Research in the School is conducted within three broad groups: clinical/health psychology, social psychology and cognitive/perceptual psychology. Issues in developmental psychology are covered under all three areas and the biological basis of behaviour is studied separately in relation to cognitive psychology, perception and clinical/health psychology. The School also has a strong teaching and research focus on psychological research methods and statistics.

The clinical and health psychology group in the Research School of Psychology currently has six academic staff all of whom hold teaching and research appointments. Professor Michael Kyrios is the Director of the Research School of Psychology and has extensive expertise in the conceptualisation and treatment of obsessive-compulsive and related disorders, as well as cognitive-behavioural therapies and health psychology. The other clinical/health group members have produced significant research in the areas of medical psychology (Associate Professor Rhonda Brown), developmental psychopathology (Associate Professor Richard O’Kearney and Dr Dave Pasalich), eating disorders and obesity (Associate Professor Elizabeth Rieger), psychotic, affective, and anxiety disorders (Associate Professor Bruce Christensen), and cognitive and clinical neuropsychology (Associate Professors Anne Aimola Davies and Bruce Christensen).
1.3 The Clinical Program

Degrees in Clinical Psychology

The Research School of Psychology Clinical Program encompasses three postgraduate degrees in clinical psychology:

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

Each of these degrees aims to prepare clinical psychologists for independent clinical practice in a diverse range of clinical and community settings, and to provide a foundation for life-long professional learning. Training in the Clinical Program is founded on the scientist-practitioner 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 to be the basic professional qualification in clinical psychology, but the degree can also form the basis of a career in other areas in psychology and 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 (1500 hours) and a research thesis (approx. 40,000 words). This degree is designed for students who wish to gain advanced training in clinical psychology beyond that which is available in the Clinical Masters degree program. The DPsych degree emphasises the scientist/practitioner model of clinical psychology training. It does so by closely integrating both research and clinical practice and it provides extra professional clinical training, and strong training in research skills via the enhanced research component. Therefore, graduates will have the same opportunities available to them as a Masters graduate, but with the advantage of having advanced clinical and research training. (Note: this program has been suspended indefinitely and no new students are being admitted.)

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 students who have a particular interest in the academic and research aspects of clinical psychology. Graduates of this program have the same benefits of the clinical training provided to Masters students, but with the intensive research training provided by completing a research PhD in the field of clinical psychology. Therefore, 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 fulfil the requirements of the Psychology Board of Australia (PsyBA) for general registration as a psychologist, for associate membership of the Australian Clinical Psychology Association (ACPA) (http://www.acpa.org.au/) and for full membership of the Australian Psychological Society (APS) (http://www.psychology.org.au/studentHQ/studying/).

For students who have enrolled before June 30 2010, the DPsych (Clinical) program is approved for (i) registration with the Psychology Board of Australia with endorsement as a clinical psychologist, (ii) membership of the Australian Clinical Psychology Association and (iii) membership of the College of Clinical Psychologists of the Australian Psychological Society. Students who enrolled in the DPsych (Clinical) program after June 30 2010 must complete one year of approved supervised full-time equivalent practice with a
supervisor approved by the Psychology Board of Australia to be eligible for (i) registration with the Psychology Board of Australia with endorsement as a clinical psychologist, (ii) membership of the Australian Clinical Psychology Association, and (iii) membership of the Clinical College.

Students who enrolled in the MClinPsych or PhD (Clinical Psychology) before June 30 2010 must complete one year of approved supervised full-time equivalent practice with a supervisor approved by the Psychology Board of Australia to be eligible for (i) registration with the Psychology Board of Australia with endorsement as a clinical psychologist, (ii) membership of the Australian Clinical Psychology Association, and (iii) membership of the relevant Clinical College. Students who enrolled in the MClinPsych or PhD (Clinical Psychology) after June 30 2010 must complete two and 1.5 years, respectively, of approved supervised full-time equivalent practice with a supervisor approved by the Psychology Board of Australia to be eligible for (i) registration with the Psychology Board of Australia with endorsement as a clinical psychologist, (ii) membership of the Australian Clinical Psychology Association, and (iii) membership of the Clinical College.

HDR Students: Process for determining Master of Clinical Psychology equivalence

Higher Degree by Research (PhD, DPsyCh) students in the clinical program who have completed all Master of Clinical Psychology coursework, placement, and research requirements may be eligible for general psychology registration with the Psychology Board of Australia (PBA). Please see the PBA website on “policy for higher degree students applying for general registration” for specific details. Such an application involves completion of Form PDEC-76 – Statement of Assessment for Provisional Psychologists, which must be signed by the Director of the Research School of Psychology.

The current requirement for research equivalence is that the student has completed an empirical project, which has been written up in the form of a manuscript that has been (or is about to be) submitted for publication to a peer-reviewed journal.

The internal process for HDR students seeking general psychology registration (due to Master’s equivalence) is as follows:

1) The student communicates the intent to pursue general registration to the Clinical Program Director after all clinical coursework and placements have been completed and grades have been assigned.

2) The Clinical Program Director will send a memo to the Director of the Research School of Psychology stating that all coursework and placements (for Master’s equivalence) have been completed; the student will be provided with an electronic copy of this memo.

3) The student brings hard copies of a cover letter briefly detailing the nature of the request, the completed form PDEC-76, Clinical Program Director memo, and the empirical research project, to the School Manager.

4) The Director of the Research School of Psychology will examine the research project, and if satisfied, will sign the PDEC-76 form, and return this to the student via the School Manager.

1.5 Overall Program Structure

The Master of Clinical Psychology, Doctor of Psychology (Clinical) and PhD (Clinical Psychology) courses have the same structure of combining coursework, clinical placements and research. That is, the first two years of the three degrees are almost identical in terms of coursework and clinical placements. However, DPsyCh students undertake additional coursework, placement and research units in their third year, and PhD (Clinical Psychology) students undertake additional research in their third and fourth years.

1.6 Clinical Coursework

The formal clinical courses cover a wide range of practical and theoretical issues in contemporary clinical and health psychology, upon which clinical work is based. The coursework is structured so that it is more intensive at earlier stages of training and it decreases in intensity in the latter stages of the degree as clinical placements and research demands become more salient.
The coursework covers the following areas of basic and clinical research, clinical assessment, interventions for psychological disorders, and professional and ethical issues. A variety of teaching methods are used including didactic teaching, problem- and case-based learning, skills workshops and external site visits.

Outlined below are the different areas covered at the different stages of training.

First Year
- Presentation of Psychological Abnormality
- Clinical Psychological Assessment
- Psychological Disorders: Anxiety and Mood Disorders
- Professional Ethics and Professional Development
- Evidenced-based Psychological Interventions: Cognitive Behaviour Therapy, Interpersonal Psychotherapy, Motivational Interviewing
- Psychopharmacology
- Child Psychopathology and Intervention
- Clinical Research Methods

Second Year
- Psychological disorders: Substance use disorders, personality disorders, eating disorders, psychotic disorders, bipolar disorders
- Health Psychology
- Neuropsychology and neurorehabilitation

Third Year (Doctor of Psychology only)
- Working with Trauma
- Training in Clinical Supervision

1.7 Clinical Placements

In the first semester of first year, students will attend courses to prepare them for their first clinical placement, which usually begins in July of the first year in the ANU Psychology Clinic. After this placement, students will undertake two or more supervised clinical field placements. The total amount of clinical placement will exceed 1000 hours in the Master of Clinical Psychology and PhD (Clinical Psychology) degrees and 1500 hours in the Doctor of Psychology (Clinical) degree. All students are required to take at least one adult-based placement and at least one child-based placement during their degree.

Placement Agencies

The policy and procedures relating to clinical placements can be found in the External Placement Handbook. All placements will be arranged through the Clinical Placement Coordinator. The availability of particular field placements may vary at any given time due to a variety of potential circumstances. However, students must not directly approach external agencies to arrange a placement without the permission of the Placement Coordinator. Students will be invited to discuss with the Placement Coordinator the areas of their specific clinical interest and they are encouraged to share their ideas regarding possible clinical placements that they believe would enhance their professional and clinical development.

Various field placement opportunities throughout the ACT and NSW are provided across a diverse range of settings including public and private hospitals, mental health services, community health centres, corrective services, educational facilities, military services, employee assistance programs, private practice, and not-for-profit organisations (e.g., Relationships Australia).

1.8 Research

The milestones that clinical students are required to meet in terms of their research in the three clinical degrees are contained in Appendix I, and the basic requirements (including the Clinical Research Forum) are summarized below:
Master of Clinical Psychology

One 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 in the Research School of Psychology. Students will begin work on this project at the beginning of the first year in the Clinical Program and they are expected to submit the two completed written components of this project to their supervision panel by the 31st of January the year following their second year. These written components are as follows: (1) a literature review of the research topic of no more than 6,000 words, and (2) a journal article manuscript of the research project of no more than 6,000 words.

Doctor of Psychology (Clinical)

The Doctor of Psychology (Clinical) degree requires the students to complete an appropriate program of empirical research that is supervised by a panel of at least three members including a full-time member of the academic staff of the ANU as the supervisor. This program of research will lead to the submission and examination of a substantial research thesis. Students will begin work on this research project from the beginning of the first year of the Clinical Program and they 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 the thesis is expected to vary with the area of research and methodology employed, it is difficult to be definitive about an appropriate length of a DPsych thesis. However, as a guide, the thesis is expected to be approximately 40,000 words in length.

The Research Practicum component entails that the candidate will conduct applied research either over the course of their degree and/or during their clinical placement(s) that is demonstrably related to their main research thesis topic. This research practicum component is in addition to the requirements of the research thesis. Thus, the formal research report of the Research Practicum will be incorporated into the main body or as an appendix in the final submitted research thesis.

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 that is supervised by a panel of at least three members including a full-time member of the academic staff of the ANU as the supervisor. This program of research is expected to lead to the submission and examination of a substantial thesis. Students will begin work on this research from the beginning of the first year of the Clinical Program and they 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 a research-only PhD thesis in psychology.

Clinical Research Forum

All second-year students and beyond will present a portion of their research in the annual clinical research forum, which will typically be attended by their peers, supervisor, and academic staff. The requirement is a 10-15 minutes presentations with an opportunity for the audience to ask questions and/or provide feedback. The major aim of the presentation is to provide students with further experience orally disseminating their research in a manner similar to a professional conference. It also provides for an opportunity to get some feedback from others beyond their main research panel. Participation is mandatory and clinical placement or annual leave cannot be used as an excuse for non-attendance. However, HDR students who have given their final oral presentation are exempt from participation. The 2016 annual Clinical Research Forum will be held on Tuesday, November 22.

1.9 Performance and Attendance Requirements

Performance
The Clinical Program is a professional training program and the Research School of Psychology has a responsibility to ensure that graduates can complete all of their training requirements to a high standard. That is, the satisfactory and timely completion of assessment procedures is necessary for the successful completion of each degree offered in the Clinical Program. High standards of academic and professional performance and ethical conduct are expected of all clinical students. **Students must satisfy all performance requirements in each and every component of the Clinical Program (coursework, clinical placements and research) in order to be awarded a clinical degree.** If the student needs to re-submit the same assignment twice as a result of their inadequate performance, they will fail this course and therefore will need to repeat it. **Students will not be permitted to continue in the Clinical Program if they fail the same course twice.**

Satisfactory progress in the conduct of research will be assessed each November. Students who are deemed by their supervisory panel to have failed to make satisfactory progress in their research at this point will be required to meet specified goals by the February of the following year. Failure to do so will mean that the student’s progress is reported to the Delegated Authority as being unsatisfactory (Research Award Rules 3.2(1), 3.8). The consequences of unsatisfactory student progress can include:

i. a recommendation that the student reduces their program to part-time to concentrate on the research component (with subsequent loss of scholarship if applicable);

ii. a recommendation that the student transfers to another program (non-clinical PhD, MPhil or Master of Clinical Psychology as applicable); or,

iii. a recommendation to the Dean for the termination of the student’s candidature.

**Attendance Requirements**

As candidates in a professional training program, all clinical students are required to demonstrate ethical and professional behaviour at all times, including attending all the required components of the Clinical Program. It is compulsory that students attend all coursework and other specified activities unless extenuating circumstances beyond their personal control (such as illness or significant personal crisis) prevent them from doing so. Where students cannot attend or have not attended required activities, they are expected to notify the Course Convenor and the Clinical Program Director to provide an adequate explanation and documentation (such as a medical certificate in the event of illness). A failure to attend without adequate explanation and documented evidence of illness or other impeding factors beyond one’s personal control will result in overall course failure. Note that even where an adequate explanation and documented evidence are supplied, a student can still fail the course if he/she has not attended a sufficient proportion of the course (i.e., at least 80% of the course).

**1.10 Course Intensity**

All three degrees are available to study either full-time or part-time. Successful applicants and continuing students are required to enrol before the beginning of coursework in semester one (usually the last week of February or the first week of March) in any given year. The clinical coursework will be conducted during normal working hours and most of the formal coursework occurs on two days (Tuesdays and Fridays) in each week, although additional days are occasionally required. The coursework is primarily conducted during the weeks of the two university semesters. However, classes are occasionally scheduled during the mid-semester breaks or between the first and second semesters. Furthermore, clinical placements do not run on a semester basis. As such, the students should aim to limit their four weeks of annual leave to late December/early January at a time that does not conflict with their placement requirements whenever possible. All applications to take annual leave must be submitted to the Clinical Program Director who will then seek approval from the Clinical Committee. In addition, approval for taking annual leave should also be sought from the student’s research supervisor. While it is understood that for financial reasons some students need to undertake employment while they are studying, **such employment must not interfere with the student’s progress in the Clinical Program.**

**Full-time**

The Clinical Program operates on the principle that a full-time program of study should be similar to full-time employment in terms of the time demands. Thus, full-time students are expected to devote a **minimum of 40 hours per week** during the year (inclusive of face-to-face teaching, research and clinical placements) to their studies.
Part-time

The part-time workload is approximately half of the full-time load. Part-time research students must all enrol in 12 units and they are expected to devote a minimum of 20 hours per week during the year towards their studies.

1.11 Entry Requirements

Australian/New Zealand Citizens and Permanent Residents

Entry unto each of the clinical psychology degrees is highly competitive and is based on consideration of the student’s academic attainment, relevant clinical experience and personal suitability. Applicants who only meet the minimum requirements (as indicated below) may be considered uncompetitive by the Clinical Program Selection Committee.

Entry into all clinical psychology programs will depend on the possession of an Honours degree in Psychology at the IIA level or higher. Entry of fourth-year Postgraduate Diploma in Psychology students will also be considered. However, the diploma must: (a) be of an Honours standard, (b) contain a substantial research methodology component, and (c) be accredited with the Australian Psychological Society. Applicants can check the acceptability of their degree by contacting the Australian Psychological Society: 
http://www.psychology.org.au

Prerequisites: The completion of an undergraduate course(s) in abnormal psychology (or equivalent) at the 2nd, 3rd or 4th year level is strongly recommended for entry into the Clinical Program. The completion of undergraduate courses in the areas of psychometrics, personality and health psychology are also highly recommended. Given the considerable research component in each of the clinical degrees, some competence in statistics and research methodology is required, as is typically demonstrated by the successful completion of an Honours research thesis.

Each year, the Clinical Selection Committee will invite prospective students who are to be competitive to a personal interview session, prior to making a final decision about the student’s possible course admission. Thus, offers of entry into the clinical degree program will be made on the basis of a composite judgement of academic performance, clinical experience and personal suitability for clinical practice, and it will be at the discretion of the Clinical Program Selection Committee.

Eligibility for provisional registration as a psychologist with the Psychology Board of Australia is a condition of entry into the Clinical Program.

International students

International applicants, or those whose application is based on qualifications gained outside of Australia are required to have their psychology qualifications formally assessed by the Australian Psychological Society for their compatibility with Australian legislative requirements before submitting an application for the Clinical Program. Applications based on overseas qualifications without a formal assessment from the APS will not be considered. Details on how to have your qualifications assessed are available from the Australian Psychological Society http://www.psychology.org.au/

International applicants will be required to pass the IELTS (International English Language Testing System) test in order to obtain provisional registration as a psychologist with the Psychology Board of Australia (which is a condition of entry into the Clinical Program). Specifically, international applicants are required to have a recent and valid IELTS score of 7 on all categories, unless they are from one of a number of selected countries and they can demonstrate that they have completed their secondary schooling in English.

However, applicants with an accredited degree from a New Zealand university are exempt from the above requirements.
1.12 Fees

Fees (Australian/New Zealand Citizens and Permanent Residents)

Students enrolled in the Master of Clinical Psychology degree and who are permanent residents/citizens of Australia or citizens of New Zealand are required to pay Domestic Tuition Fees (DTF) up front and in full. Students should refer to http://Students.anu.edu.au/fees for information on the fees for each course of the Master of Clinical Psychology degree. Students should be aware of the latest information provided on the Australian Government’s Study Assist website relating to the fees payable for the course and student income support: http://studyassist.gov.au/sites/studyassist/helpfulresources/pages/studentoverview_budget2014#ChangestoSC

Students enrolled in the Master of Clinical Psychology degree may be able to apply for student income support, with the eligibility of payments dependent upon the student meeting certain personal eligibility requirements.

Places in the Doctor of Psychology (Clinical) and PhD (Clinical Psychology) degrees are offered on a Commonwealth-funded basis (i.e. they are exempt of student fees), but only for Australian and New Zealand applicants.

Fees (International Applicants)

Information on fees for international students is available from http://www.anu.edu.au/students/program-administration/costs-fees/international-student-fees

Registration Fees

Students are required to have provisional registration as a psychologist with the Psychology Board of Australia when they commence the Clinical Program. These fees may be considerable (see http://www.psychologyboard.gov.au/Registration/Fees.aspx) and their payment is the responsibility of each enrolled student.

1.13 Scholarships

The Australian National University funds and administers a range of scholarships for research students. It also administers a number of scholarships that are provided by the Australian Government or sources external to the University. Applicants for scholarships must hold a Bachelor’s degree with at least first class honours or a Master’s degree, from a recognised university. Some scholarships are open to applicants who are citizens/permanent residents of Australia and those who are nationals of other countries, whereas others are open to one or other category only. Information about the scholarships available at ANU can be found at: http://www.anu.edu.au/study/scholarships-fees

A Clinical Psychology scholarship is offered by the Nursing and Allied Health Scholarship Support Scheme (NAHSSS). Commencing or returning students in the Clinical Program are eligible to apply to this scholarship scheme. Applications for the 2017 scholarship open in August 2016 and can be completed online at http://sarrah.org.au/content/clinical-psychology-scholarship-cps

1.14 Transferring Between the Clinical Degrees

After commencement in the Clinical Program, students may wish to transfer from one of the clinical degrees to another. Students who seek to transfer to another clinical degree must undertake the following procedures:

1. Meet with the Clinical Program Director to discuss the reasons for seeking a transfer;
2. Develop in consultation with the student’s research supervisor, a detailed, written Research Proposal
which outlines a research program commensurate with the requirements of the degree to which the transfer is sought. A copy of the Research Proposal, together with a written statement of support for the transfer by the research supervisor, should be provided to the Clinical Program Director;

3. Meet with the Clinic Manager/Placement Coordinator to discuss any implications that the transfer will have for placement needs, and whether these needs can be accommodated; and,

4. If the transfer is approved by the Clinical Committee, complete the relevant application paperwork by consulting with the HDR administrator and the clinical program administrative assistant.

1.15 Administration of the Clinical Program

In addition to the important contributions of teaching staff to the administration of coursework units, the Research 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 (Associate Professor Bruce Christensen):** The role of the Clinical Program Director is to facilitate and coordinate the functioning of the Clinical Program. (Note: Associate Professor Richard O’Kearney will serve as Interim Director between January 1- March 31, 2016)

- **The Clinic Manager and Placement Coordinator (Dr Linda Bilich):** The role of the Clinic Manager and Placement Coordinator is to manage the ANU Psychology Clinic and to coordinate the clinical supervision and placements of students in the Clinical Program.

- **The Clinical Committee:** is the major source of review and policy advice for the Clinical Program. The primary role of this committee is to provide advice to the Director of the School on the management of all aspects of the Clinical Program. This committee consists of:
  - Clinical Program Director
  - Clinic Manager/Placement Coordinator
  - Director of the Research School of Psychology
  - All permanent Clinical Program academic staff
  - All ANU Clinic staff
  - Student representatives from each year of the Clinical Program

- **The Liaison Committee:** is the source of formal consultation between the Clinical Program and the community of clinical psychologists who provide supervision and future employment to students in the Clinical Program. This committee is comprised of:
  - The Clinical Program Director
  - The Clinic Manager/Placement Coordinator
  - The Head of the Research School of Psychology
  - Representatives of ACT Mental Health, the Canberra Hospital and other placement agencies
  - Student representatives from each year of the Clinical Program

1.16 Clinical Program Staff

**Clinical Program Teaching Staff**

**Assoc. Professor Anne Aimola Davies BA (Hons) York, PhD, PGDipClinPsych Auckland**

*Major Teaching Responsibilities:*
Clinical neuropsychology

*Major Research Areas:*
Cognitive and clinical neuropsychology, specifically visual and somatosensory attention, belief formation, and neurorehabilitation.

*Contact Details:*
Phone: 02 6125 5533
Email: anne.aimola@anu.edu.au

Assoc. Professor Rhonda Brown BSc(hons) PhD *Sydney*  
**Major Teaching Responsibilities:**  
Health psychology

**Major Research Areas:**  
Stress medicine, comorbid psychiatric symptoms including affective symptoms, medical models of overweight/obesity

**Contact Details:**  
Phone: 02 6125 0635  
Email: rhonda.brown@anu.edu.au

Assoc. Professor Bruce Christensen BA *UBC* PhD *Vanderbilt*  
**Major Teaching Responsibilities:**  
Psychological assessment; psychotic disorders; bipolar mood disorders

**Major Research Areas:**  
Clinical neuropsychology, cognitive neuroscience, psychopathology (Schizophrenia, Affective Disorders, Anxiety Disorders), psychometrics, perception

**Contact Details:**  
Phone: 02 6125 2814  
Email: bruce.christensen@anu.edu.au

Professor Michael Kyrios BA *Melbourne*, DipEdPsych *Monash*, MPsy, PhD *La Trobe*  
**Major Teaching Responsibilities:**  
Cognitive Behavioural Therapies, Health Psychology

**Major Research Areas:**  
Obsessive-compulsive spectrum disorders; Anxiety Disorders; Cognitive Behaviour Therapy; e-therapy; The self in psychological disorders; Psychological factors in chronic medical illness; Primary care

**Contact Details:**  
Phone: 02 6125 3974  
Email: Michael.Kyrios@anu.edu.au

**Major Teaching Responsibilities:**  
Psychopathology and Interventions; Clinical research methods; Advanced perspectives on trauma

**Major Research Areas:**  
Language and psychopathology; obsessive compulsive disorder; posttraumatic stress disorder; developmental models of psychopathology

**Contact Details:**  
Phone: 02 6125 8158  
Email: Richard.Okearney@anu.edu.au

Dr Dave Pasalich BA (Hons) *Sydney*, MClinPsych, PhD *UNSW*  
**Major Teaching Responsibilities:**  
Child psychopathology and interventions

**Major Research Areas:**
Conduct problems; family-based intervention; parent-child interaction; maltreatment

Contact Details:
Phone: 02 6125 2067
Email: Dave.Pasalich@anu.edu.au

Assoc. Professor Elizabeth Rieger BA (Hons), MPsych, PhD Sydney
Major Teaching Responsibilities:
Cognitive behaviour therapy; interpersonal psychotherapy; motivational interviewing; eating and weight disorders

Major Research Areas:
Eating disorders; obesity, motivation to change; interpersonal factors and psychopathology

Contact Details:
Phone: 02 6125 4208
Email: Elizabeth.Rieger@anu.edu.au

Additional Staff
Lecturers from across Australia with expertise in particular clinical areas are often involved in teaching in the Clinical Program.

ANU PSYCHOLOGY CLINIC STAFF

Linda Bilich, BPsych (Hons), MClinPsych, PhD Wollongong
Major Teaching Responsibilities:
Clinical supervision; supervisor training; clinical practice workshops

Major Clinical Areas
Anxiety; depression; occupational stress; well-being. Experienced with adolescents, adults, older adults, couples and family relationships.

Contact Details:
Phone: 02 6125 0412
Email: Linda.Bilich@anu.edu.au

Michael Barry, BBus (Hons), BSc(hons), MMgtStud, PhDClínPsych, ANU
Major Teaching Responsibilities:
Clinical supervision; supervisor training, Clinical Placement I, Ethics and professional practice

Major Clinical Areas
Treatment of trauma-related psychological disorders; mood and anxiety disorders in adults and adolescents.

Contact Details:
Phone: 02 6125 2525
Email: mike.barry@anu.edu.au

Joan Webb, BSc (Hons), MClinPsych UNSW
Major Teaching Responsibilities:
Clinical supervision; ethics and professional practice; child psychopathology and intervention

Major Clinical Areas
Child and adolescent psychological disorders; children with medical conditions; parent-child relationships; social skills training; childhood developmental difficulties

Contact Details:
Phone: 02 6125 2836

16
Other Psychology Staff
Psychologists and clinical psychologists throughout the ACT and NSW contribute to the clinical supervision of students while on field placement.

1.17 Research School of Psychology Staff

Director of School
Professor Michael Kyrios, BA, Melbourne, DipEdPsych Monash, MPsych, PhD La Trobe

Professors
Elinor McKone, BSc GrapDipSci PhD ANU
Kristen Pammer, BSc (Hons), MSc, Wollongong
Michael Platow, BA UCLA, MHigherEd ANU, PhD UCSB
Katherine Reynolds, BA Qld, GradDipPsych Qld, PhD ANU
Michael Smithson, BSc PhD Oregon

Associate Professors
Anne Aimola Davies BA (Hons) York, PhD Auckland, PGDipClinPsych Auckland
Rhonda Brown BSc (Hons), PhD UNSW
Bruce Christensen BA UBC, PhD Vanderbilt
Mark Edwards, BE (Hons) Qld, BSc (Hons) ANU, PhD Melbourne
Evan Kidd, BBSC (Hons), PhD La Trobe
Richard O’Kearney BA Qld, DipAppPsych Flinders, MPsych Sydney, PhD Griffith
Elizabeth Rieger, BA (Hons), MPsych, PhD, Sydney

Senior Lecturers
Boris Bizumic, MA, PhD Auckland
Dirk van Rooy, BA, MSc, PhD Free University of Brussels

Lecturers
Emma Axelsson, BA(Hons) Qld, PhD East London
Vanessa Beanland, BAppSci Deakin, GradCertInfMgt RMIT, BSc (Hons) ANU, MBioetics Monash, PhD ANU
Stephanie Goodhew, BPsychSc (Hons), PhD Qld
Dave Pasalich, BA (Hons) Sydney, MClinPsych, PhD UNSW

NHMRC Research Fellow
Deborah Apthorp, BPsych (Hons) Macquarie, PhD Sydney

Clinical Staff
Linda Bilich, BPsych (Hons), MClinPsych, PhD, Wollongong
Joan Webb, BSc (Hons), MClinPsych UNSW
Administration and Technical Staff
Belinda Barbour, Acting School Manager (through 2015)
Donelle Claudianos, School Manager
Mary Dalton, IT Officer
Michelle Millynn, Assistant Administrator
Rebecca Moss, HDR Student Administrator
Allan Lucas, Technical Officer (workshop support)
Duncan McWilliam, IT Officer
Shane Pozzi, Technical Manager
Thao Tran, Assistant Administrator

1.18 Resources for Students

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

The ANU Psychology Clinic
Manager: Dr Linda Bilich

The ANU Psychology Clinic is a research, training and treatment centre offering specialised psychological services to the community. The Clinic provides assessment and psychological treatment for adults and children with emotional and/or behavioural problems including anxiety disorders, depression, grief and stress-related health conditions. Therapy is provided to clients either individually or within groups, it 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 in the Clinical Program.

Psychological Test Library
Manager: Dr Linda Bilich

The Research School of Psychology maintains an extensive library of psychological tests and test materials that Clinical Program students can access. Tests may be borrowed for periods of up to two-weeks depending on the demand for a particular instrument. Please note that students are responsible for any test materials that they borrow from the test library and they will be held accountable for any missing items. For details of the specific tests held in the library and the borrowing protocols, contact the Test Library Assistant, Thao Tran (x52795).

Clinical Resources Library
Manager: Associate Professor Rhonda Brown

The Research School of Psychology continues to build a library of books and audiovisual resources to encourage student’s self-directed training. These materials are only available to students in the Clinical Program and they cover various treatment modalities and clinical populations. Borrowing procedures similar to those used the Psychological Test Library will be employed in relation to these resources.

Computer and Office Facilities
Manager: Mr Shane Pozzi

A student interns’ room is provided near the Psychology Clinic for the exclusive use of Clinical Program
students. This room has several desks, computers, and lockable filing cabinets. Clinical Program students will also have access to other computers and printing facilities external to the Clinic. Students enrolled in the Doctor of Psychology (Clinical) or PhD (Clinical Psychology) degrees will be allocated an office space in the Psychology Building - computing facilities will be provided for their exclusive use in this office space. Students enrolled in the Master of Clinical Psychology will have access to communal office space in the Baume Building.

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

Research Funds

Higher Degree by Research and Coursework students (PhD, DPsych, and MCP) are required to submit an annual budget to fund planned research-related expenditure each year. Accepted usage of research funding will include expenditure on copying and printing of questionnaires, postage, and payments to research participants when this is approved by the Human Research Ethics Committee. PhD students will typically be eligible to apply for a maximum amount of $2000 over the duration of their candidature; DPsych students for $1500, and MCP students for $1000; these amounts are pending the annual school budget.

Student budget forms can be obtained from the main Psychology office. Completed forms must be signed and approved by the student’s primary supervisor prior to submitting it to the office for the Director of School's approval.

All unspent research funds must be returned to the Psychology office by December 13 each year. Enquiries in regards to using students’ research funds should be directed to the Administrator in the Research School of Psychology main office.

Complaints Procedures

As part of their development in a professional program, clinical students are encouraged to express any concerns they may have in regards to their experience in the Clinical Program in a respectful, ethical, and timely manner.

The ANU has established procedures for dealing with adverse decisions or actions relating to a student’s experience at the university. These procedures are outlined at: https://policies.anu.edu.au/pp/document/ANUP_000468

Students are encouraged to familiarise themselves with these procedures early in their candidature.

In the first instance, clinical students are encouraged to express their concerns with the relevant member of staff. If the student is unwilling to do this, or if the process fails to yield a satisfactory outcome, the student is encouraged to express their concerns to another member of staff (typically, though not necessarily, the Clinical Program Director) who may be able to assist with the resolution process; preferably by meeting with the student and the relevant staff member. Matters that remain unresolved after this process will need to be brought to the attention of the Head of School.
2. COURSE STRUCTURE

Regarding clinical coursework, the first two years of the three clinical degrees are identical. The DPsych students will undertake additional coursework, placement and research units in their third year, and the PhD (Clinical Psychology) students will continue with their research in their third and fourth years. Each individual course may be comprised of a number of sub-courses. The formal result of any clinical coursework unit is based on the combined results of these associated sub-courses. Unsatisfactory performance in any sub-course will result in overall failure of the relevant course. Sub-courses may vary from year to year depending on staffing within the School and other resource-related issues. The Clinical Program will involve the following schedule of coursework and field placements, combined with enrolment in research-related units:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Course Name</th>
<th>Associated Sub-Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td>Clinical Coursework I</td>
<td>Clinical Psychological Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Psychopathology &amp; Intervention I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Methods</td>
</tr>
<tr>
<td>Semester 1</td>
<td>Clinical Field Placement I</td>
<td>Clinical Placement I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ethics and Professional Practice</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Clinical Coursework II</td>
<td>Child Psychopathology &amp; Intervention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specialised Interventions</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Clinical Field Placement II</td>
<td>Clinical Placement II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Practice II</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td>Clinical Coursework III</td>
<td>Psychopathology &amp; Intervention II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clinical Neuropsychology and Neurorehabilitation</td>
</tr>
<tr>
<td>Semester 1</td>
<td>Clinical Field Placement III</td>
<td>Clinical Placement III</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Practice III</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Clinical Coursework IV</td>
<td>Psychopathology &amp; Intervention III</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health Psychology</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Clinical Field Placement IV</td>
<td>Clinical Placement IV</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Practice IV</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(DPsych only)</td>
<td>Clinical Coursework V</td>
<td>Advanced Perspectives on Trauma</td>
</tr>
<tr>
<td>Semester 1</td>
<td>Research Practicum I</td>
<td>Research Practicum I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Practice V</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Clinical Coursework VI</td>
<td>Supervision Training</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Research Practicum II</td>
<td>Research Practicum II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Practice VI</td>
</tr>
</tbody>
</table>
3. MASTER OF CLINICAL PSYCHOLOGY (7601)

The Master of Clinical Psychology degree is a two-year (full-time) or four-year (part-time) program consisting of coursework, clinical placements (1000 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:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Credit</th>
<th>Unit Code</th>
<th>Unit Name</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td>12</td>
<td>PSYC8101</td>
<td>Clinical Coursework I</td>
</tr>
<tr>
<td>Semester 1</td>
<td>6</td>
<td>PSYC8201</td>
<td>Clinical Field Placement I</td>
</tr>
<tr>
<td>Semester 1</td>
<td>6</td>
<td>PSYC8301</td>
<td>Clinical Research I</td>
</tr>
<tr>
<td>Semester 2</td>
<td>12</td>
<td>PSYC8102</td>
<td>Clinical Coursework II</td>
</tr>
<tr>
<td>Semester 2</td>
<td>6</td>
<td>PSYC8202</td>
<td>Clinical Field Placement II</td>
</tr>
<tr>
<td>Semester 2</td>
<td>6</td>
<td>PSYC8302</td>
<td>Clinical Research II</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td>12</td>
<td>PSYC8103</td>
<td>Clinical Coursework III</td>
</tr>
<tr>
<td>Semester 1</td>
<td>6</td>
<td>PSYC8203</td>
<td>Clinical Field Placement III</td>
</tr>
<tr>
<td>Semester 1</td>
<td>6</td>
<td>PSYC8303</td>
<td>Clinical Research III</td>
</tr>
<tr>
<td>Semester 2</td>
<td>12</td>
<td>PSYC8104</td>
<td>Clinical Coursework IV</td>
</tr>
<tr>
<td>Semester 2</td>
<td>6</td>
<td>PSYC8204</td>
<td>Clinical Field Placement IV</td>
</tr>
<tr>
<td>Semester 2</td>
<td>6</td>
<td>PSYC8304</td>
<td>Clinical Research IV</td>
</tr>
</tbody>
</table>

3.1 Clinical Placements

In their first semester, students will attend courses that prepare them for their first placement in the ANU Psychology Clinic, which begins in July of the first year. They will then undertake two additional clinical field placements. In total, students will complete at least 1000 hours of clinical placements. Clinical placements are undertaken in the ANU Psychology Clinic and a variety of community- and hospital-based settings in Canberra or nearby country or metropolitan areas. The allocation of placements is to be negotiated with the Placement Coordinator, although all students are required to undertake at least one adult-based placement and one child-based placement during their program of study. For more information about clinical placements please consult the Guide to Clinical Placements.

3.2 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 Research School of Psychology. The tasks to be completed as part of the research component of the Masters degree are specified in Appendix I. Students will begin work on their research project at the beginning of the first year of the degree and they are expected to submit the two completed written components for this project by 31 January of the year following their second year. These written components will include: (1) a literature review of the research topic of no more than 6,000 words, and, (2) a journal article manuscript of the research project of no more than 6,000 words. The research component of the Master of Clinical Psychology degree is linked to the completion of four units (PSYC8301, PSYC8302, PSYC8303 and PSYC8304).

Format

The literature review has an upper word limit of 6,000 words and is designed to demonstrate that the student has a comprehensive grasp of the relevant 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 it will constitute an extended version of the Introduction that appears in the journal article manuscript. The literature review should be written in prose form and follow current American Psychological Association (APA) style guidelines. Research projects must have an empirical element and can take the form of one or more of the following:

- a therapy program evaluation study;
- a study based on an experimental single-case-study design;
• a critical review and meta-analysis;
• a critical review and secondary data analysis;
• a traditional empirical research project;

The results of the student’s empirical study should be written in the form of a scientific journal article manuscript of no longer than 6,000 words. The journal article should adhere to APA guidelines with respect to such manuscripts. The intention is that the final product should 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 and referencing should be strictly adhered to. The Research School of Psychology keeps several copies of the current APA manual that can be borrowed on a short-term basis, although students are encouraged to purchase their own copy of the APA publication manual (6th ed.) and to always follow its’ advice.

**Supervision**

All students must have a supervisor from within the Research School of Psychology to supervise their thesis work. Students may have additional supervisors or advisors from outside the School. If the main supervisor is not a clinical staff member, a latter person should be sought out as an advisor.

**Clinical Content**

The research project that is to be 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 examine how normative psychological hypotheses may apply to clinical populations. Part of the reason that each project should have a clinical staff member as either a supervisor or adviser is so that they can advise on the issue of clinical content.

**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 provided in demountable binding. The literature review does not need to 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 Research School of Psychology for archiving. This final document must include a special title page, a 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 be submitted with the hard copy thesis. The disk should also contain the data used in the study (e.g., SPSS system file).

**Examination Procedures**

When the student has submitted his/her thesis, the supervisor will inform the Clinical Program Director. The literature review will then be examined by the student's supervisor. The journal article manuscript will not be examined by the student's supervisor, but rather by one internal examiner (i.e., from the Research School of Psychology) and one external examiner (i.e., external to the ANU). These examiners will be selected by the supervisor in consultation with the Clinical Program Director. Normally, at least one of the examiners will have expertise in clinical psychology.

Four possible grades may be given for both pieces of work:

- **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
4. DOCTOR OF PSYCHOLOGY (CLINICAL) (9063)

NOTE: The Doctor of Psychology (Clinical) degree is not an option for incoming students in 2016.

The Doctor of Psychology (Clinical) degree is a three-year (full-time) or six-year (part-time) program consisting of coursework, clinical placements, research practicum 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:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Credit Point Value</th>
<th>Unit Code</th>
<th>Unit Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td>6</td>
<td>PSYC9011</td>
<td>DPsysch Clinical Coursework I</td>
</tr>
<tr>
<td>Semester 1</td>
<td>6</td>
<td>PSYC9021</td>
<td>DPsysch Clinical Field Placement I</td>
</tr>
<tr>
<td>Semester 1</td>
<td>12</td>
<td>PSYC9001F</td>
<td>DPsysch Research</td>
</tr>
<tr>
<td>Semester 2</td>
<td>6</td>
<td>PSYC9012</td>
<td>DPsysch Clinical Coursework II</td>
</tr>
<tr>
<td>Semester 2</td>
<td>6</td>
<td>PSYC9022</td>
<td>DPsysch Clinical Field Placement II</td>
</tr>
<tr>
<td>Semester 2</td>
<td>12</td>
<td>PSYC9001F</td>
<td>DPsysch Research</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1</td>
<td>4</td>
<td>PSYC9013</td>
<td>DPsysch Clinical Coursework III</td>
</tr>
<tr>
<td>Semester 1</td>
<td>6</td>
<td>PSYC9023</td>
<td>DPsysch Clinical Field Placement III</td>
</tr>
<tr>
<td>Semester 1</td>
<td>14</td>
<td>PSYC9001F</td>
<td>DPsysch Research</td>
</tr>
<tr>
<td>Semester 2</td>
<td>4</td>
<td>PSYC9014</td>
<td>DPsysch Clinical Coursework IV</td>
</tr>
<tr>
<td>Semester 2</td>
<td>6</td>
<td>PSYC9024</td>
<td>DPsysch Clinical Field Placement IV</td>
</tr>
<tr>
<td>Semester 2</td>
<td>14</td>
<td>PSYC9001F</td>
<td>DPsysch Research</td>
</tr>
<tr>
<td>Year 3</td>
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<td></td>
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</tr>
<tr>
<td>Semester 1</td>
<td>2</td>
<td>PSYC9015</td>
<td>DPsysch Clinical Coursework V</td>
</tr>
<tr>
<td>Semester 1</td>
<td>8</td>
<td>PSYC9025</td>
<td>Research Practicum I</td>
</tr>
<tr>
<td>Semester 1</td>
<td>14</td>
<td>PSYC9001F</td>
<td>DPsysch Research</td>
</tr>
<tr>
<td>Semester 2</td>
<td>2</td>
<td>PSYC9016</td>
<td>DPsysch Clinical Coursework VI</td>
</tr>
<tr>
<td>Semester 2</td>
<td>8</td>
<td>PSYC9026</td>
<td>Research Practicum II</td>
</tr>
<tr>
<td>Semester 2</td>
<td>14</td>
<td>PSYC9001F</td>
<td>DPsysch Research</td>
</tr>
</tbody>
</table>

4.1 Clinical Placements

In their first semester, students will attend courses to prepare them for their first placement in the ANU Psychology Clinic, which begins in July of the first year. They will then undertake four additional clinical field placements. In total, students will complete at least 1500 hours of clinical placements. Clinical placements will be undertaken in the ANU Psychology Clinic and a variety of community- and hospital-based settings in Canberra or nearby country or metropolitan areas. The allocation of placements will be by negotiation with the Placement Coordinator, although all students are required to undertake at least one adult-based placement and one child-based placement during their program of study. For more information about clinical placements please consult the Guide to Clinical Placements.

Research Practicum

Among the placements, students who are enrolled in the Doctor of Psychology (Clinical) degree are required to complete a Research Practicum that will include undertaking clinical work that is related to their thesis research topic.

Aims: The aims of the Research Practicum are to enhance the student’s: (i) clinical competencies necessary for independent clinical practice, and (ii) capacity to undertake independent, high quality clinical research in a real-world setting. This component is the main mechanism by which the students will demonstrate their higher level of integration of psychological theory, research, and practice that is expected of a doctoral-level clinical psychologist.
**Format:** Research Practicum I and II are *supervised clinical placements* that each require a total of 500 hours of participation. However, in addition to meeting the placement requirements, students are required to conduct significant applied research that is conceptually related to their research thesis topic. This research may be conducted in the context of the placement or it may be conducted separately. It is important to note that the clinical work that you complete as part of your research cannot be counted towards your placement hours.

The conceptual connection between the student’s research thesis and clinical practice needs to be clear and demonstrable. Examples of this connection can include: the use of findings from a study on vulnerabilities to depression in adolescence (thesis research) to refine and evaluate an intervention using a case-series design (clinical practice); developing a novel assessment tool (thesis research) and examining the sensitivity of this tool to detect treatment change (clinical practice); or an evaluation of an intervention program instituted by an agency (clinical practice) for a problem area relevant to the student’s thesis research. When the student’s thesis research is a treatment outcome trial, and thus constitutes an applied piece of research, the thesis research actually encompasses the clinical work.

Data collection for the student’s thesis research can be undertaken during the degree or when completing the Research Practicum component of the degree. It is important that data collection is consistent with the clinical placement requirements (e.g., data obtained while assessing clients for an intervention during the practicum), however the clinical work conducted cannot be counted towards placement hours. It is important to note, however, that the viability of the thesis research project must not depend upon data collected during the Research Practicum, since the availability of the required type of clinical placement cannot be guaranteed.

**Location and Timing:** The site for the Research Practicum is generally organised by the Clinical Placement Coordinator. Should the student and research supervisor wish to conduct research whilst the student is completing their Research Practicum then it is advisable to inform the Clinical Placement Coordinator who can assist with consulting the Placement site to discuss this further (in consultation with the student and his/her research supervisor). The site and clinical supervisor for the Research Practicum will typically be drawn from the current pool of placement sites and clinical supervisors. However, other arrangements (e.g., clinical supervision provided in a novel clinical setting by the research supervisor) can be made if appropriate and feasible.

The Research Practicum will normally be completed in the third-year of the Doctor of Psychology (Clinical) program but can take place earlier, depending on negotiations with the Clinical Placement Coordinator and research supervisor. Before undertaking the clinical research component of the DPsych program, the student will need to have sufficiently developed their research program so as to have clear ideas about its’ clinical applications for the research practicum.

**Assessment:** As with a standard clinical placement, assessment of the Research Practicums will include a folio of clinical work undertaken during the practicum; a mid- and end-of-placement evaluation of the student’s clinical competencies by the student’s clinical supervisor; and the completion of a case report. Assessment will also include the production of a formal research report describing the clinical research and using appropriate research design, implementation, analysis and write-up. The formal research report is to be incorporated as an appendix into the final submitted thesis to be evaluated by the thesis examiners. This formal research report should be 5,000-6,000 words in length (in addition to the approx. 40,000 word-length thesis).

**Ethical Approval:** Students wanting to conduct research in conjunction with completing their Research Practicum will need to obtain ethical approval from the relevant Human Research Ethics Committee/s (HREC) for the data collected during this time. Each clinical placement site will typically have a relevant HREC; approval should be sought from this HREC before also obtaining approval from the ANU HREC.

**Designing the Research Practicum:** Planning of the Research Practicum (i.e., nature of the research to be undertaken and the setting in which this research will be undertaken) needs to begin at the start of the student’s candidature, for program planning reasons. This planning should initially be undertaken between the student and their research supervision panel. The clinical panel member should then bring the initial
Research Practicum proposal to the Clinical Committee so that the feasibility and scope of the proposed research can be evaluated.

4.2 Research Requirements

Part of the requirements of the Doctor of Psychology (Clinical) degree is the completion of an appropriate empirical research thesis supervised by a member of staff from the Research School of Psychology. The tasks to be completed as part of the research component of the DPsych degree are specified in Appendix I. Students will begin work on their thesis at the beginning of the first year of the course and they are expected to submit the completed thesis by their program 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 related to an enrolment in PSYC9001F to the value of 80 units, over the duration of enrolment and completion of two research practicum units (PSYC9025 and PSYC9026).

Format

The overall length of the thesis should be about 30,000 to 40,000 words. However, this is a guideline only. Students should follow the ANU requirements for the preparation and submission of Masters and PhD-by-research theses, as indicated in the Research Award Rules 2010 [http://www.anu.edu.au/cabs/rules/](http://www.anu.edu.au/cabs/rules/).

Supervision

All students must have a supervisory panel for their DPsych research project consisting of at least three members. If the student's supervisor is not a member of the clinical academic staff of the Research School of Psychology, the student must have a clinical staff member on their research panel.

Clinical Content

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

Submission Procedures

Submission procedures for the Doctor of Psychology (Clinical) thesis are the same as those for PhD/PhD(Clinical) thesis 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 of international standing and it is handled in a similar way to the examination of a research-only PhD. Please consult the degree rules and working rules for details. Normally, at least one of the examiners will have expertise in clinical psychology.

Four possible grades may be given for both pieces of work:

- **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
5. **DOCTOR OF PHILOSOPHY (CLINICAL PSYCHOLOGY) (9064)**

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 four years of their PhD:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Credit Point Value</th>
<th>Unit Code</th>
<th>Unit Name</th>
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<tr>
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</tbody>
</table>

5.1 **Clinical Placements**

In their first semester, students will attend courses to prepare them for their first clinical placement in the ANU Psychology Clinic, which begins in January of the second year. They will then undertake two additional clinical field placements. In total, students will complete at least 1000 hours of clinical placements. Clinical placements will be undertaken in the ANU Psychology Clinic and a variety of community- and hospital-based settings in Canberra or nearby country or metropolitan areas. The allocation of placements will be by negotiation with the Placement Coordinator, although all students will be required to undertake at least one adult-based placement and one child-based placement during their program of study. For more information about clinical placements please consult the Guide to Clinical Placements.

5.2 **Research Requirements**

Part of the requirements of the PhD (Clinical Psychology) degree is the completion of an appropriate empirical research thesis supervised by a member of staff of the Research School of Psychology. The tasks to be completed as part of the research component of the PhD (Clinical Psychology) degree are specified in Appendix I. Students will begin work on their thesis from the beginning of the first year of the course and they 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 represented by the enrolment in PSYC9002.

**Format**


**Supervision**

All students must have a supervisory panel for their PhD (Clinical Psychology) research that consists of at least three members. Where the student's supervisor is not a member of the clinical academic staff of the Research School of Psychology, the student must have a clinical staff member on their research panel.
Clinical Content
The research thesis to be undertaken by the student must always have demonstrable clinical relevance. The work may, for example, explicitly examine clinical phenomena. On the other hand, the work may examine how normative psychological hypotheses apply to clinical populations. Part of the reason that each project should have a clinical staff member as either a supervisor or adviser is so that they can advise on the issue of clinical content.

Submission Procedures
Candidates should follow the procedures outlined by the ANU for examination of PhD theses in the Research Award Rules 2010 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 of international standing and it is handled in the same way as the examination of research-only PhDs. Please consult the degree rules for details. Normally, at least one of the examiners will have expertise in clinical psychology.

Four possible grades may be given for both pieces of work:

- 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
6. SUB-COURSES - BRIEF DESCRIPTIONS

In addition to the courses described below, there will be workshops held on “Working with Indigenous Populations” at some point during the student’s candidature. Detailed information about each of the sub-courses listed below can be found in the course outlines distributed by course convenors and on the relevant Wattle site. The following are brief descriptions of each of the coursework sub-courses.

SUB-COURSES ASSOCIATED WITH CLINICAL COURSEWORK I

Clinical Psychological Assessment
Convenor: A/Prof Bruce Christensen
Other Teaching Staff: Dr Wendy Longley, Others to be determined
2-3 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 psychometric tests and psychological report writing. Application of these concepts will be considered in three areas of assessment: clinical symptoms, intellectual functioning, and personality. A practical component is included in which students will be involved in planning, conducting, and reporting results of both intellectual and personality assessments. Assessable components include in-class tests, exams, videos of test administrations, psychological reports of assessments, and class participation.

Integrated with Clinical Practice Workshops, the course will also introduce students to practice in various forms of psychological assessment, including interviewing and testing.

Psychopathology & Intervention I
Convenor: A/Prof Richard O’Kearney
Other Teaching Staff: Prof Michael Kyrios
2 hrs/week

This course provides an introduction to clinical practice that covers the major theoretical models for understanding psychological disorders and clinical interventions. The course focuses on major depressive disorder and anxiety disorders describing the contemporary cognitive, behavioural, emotional and interpersonal models of these disorders and the methods for their assessment and treatment. Psychological assessment and psychotherapy for major depressive disorder and anxiety disorders with a focus on cognitive-behavioural approaches are described. The course is assessed with a case conceptualisation, frequent take home tests and a case-based assignment which requires students to demonstrate their knowledge of the course context and apply it to the assessment of and interventions with a patient presenting with a specific disorder.

Integrated with Clinical Practice Workshops, the course will also introduce students to specific cognitive-behavioural skills and practices for the effective treatment of depression and anxiety disorders including (i) exposure therapy, (ii) cognitive therapy techniques and (iii) mindfulness-based CBT.

Clinical Practice Workshops
Convenor: Dr Linda Bilich
Other Teaching Staff: Dr Mike Barry; Andrew Staniforth
11 x 6 hr workshops & 1 hour Viva at the end of the course.

This is the applied-arm of the Clinical Psychological Assessment and Psychopathology & Intervention I sub-courses. It is vital that students demonstrate an initial competence in being able to use specific professional/clinical skills, techniques or methods through practice (e.g., through small group practice or role plays with peers and instructors) and have received feedback on performance (e.g., through self-observation and evaluation, peer and instructor feedback) prior to commencing clinical and professional practice.

The primary learning modality of this course will be experiential. The aim is to provide students (through
pre-class preparation, observation, small group activities, feedback and assessment) with further opportunities to discuss, practice and receive feedback on various clinical and professional skills. This course will parallel students’ academic coursework in order to help facilitate the integration of academic learning into clinical and professional practice. The course will include an introduction to clinical and professional practice, self-awareness and self-care, orientation to clinical field placements, and report and case note writing. Attention will then be given to acquiring initial competence in cognitive behaviour therapy including the basic counselling skills which underpin CBT (e.g., building and maintaining rapport), clinical interviewing, psychometric and risk assessment, case formulation, treatment planning, presenting assessment feedback to clients, providing psychoeducation and implementing core cognitive and behavioural treatment techniques.

**Research Methods**
Convenor: A/Prof Richard O’Kearney
2 hrs/week

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

This course focuses on four ways that clinical psychologists should apply research in their roles. These are as (1) consumers of new research findings; (2) evaluators of their methods and interventions (accountability); (3) scientific thinkers regarding clinical matters, with an integration of scientific methods into clinical practice; and (4) researchers producing new data from the clinical setting.

It is assumed that all students in this course already have a strong background in general psychological research methodology. The focus of this course will be on research and statistical methodological issues relevant to clinical research. The syllabus will include the following content: the skills for conducting evidenced-based practice; understanding observational studies (cohort design and case-controlled designs); understanding clinical experimental studies (Randomised controlled trials); utilising existing data including systematic reviews and meta-analysis; research strategies in applied settings (including program evaluation); research competencies and ethics with clinical participants; and single-case designs.

The proposed assessment package will consist of a class presentation (30 minutes including discussion) and the write-up (3000 words) of a research proposal (focusing on methodology) of the student’s research project for their Doctoral dissertation or Master’s research. The learning objectives of the assessment are to gain feedback and assistance from the class in the development of a worthwhile research project and to gain experience in the development and submission of formal research proposals.

**Sub-courses associated with Clinical Field Placement I**

**Ethics and Professional Practice**
Convenor: Dr Mike Barry
1 hr/week

This course will address the ethical and professional practice issues required to be understood by Clinical Psychologists. Attention will be given to legal practice requirements (including the APS Code of Ethics and relevant legislation), record keeping, confidentiality, consent, professionalism (including internet presence), personal security, and report writing. Particular focus will be given to the skills and knowledge required prior to commencing clinical placements.

**Clinical Placement I**
ANU Clinic Placement
In this unit students begin undertaking clinical work. Under the supervision of clinical staff students expected to undertake a range of professional, clinical and administrative duties including clinical assessment, case formulation, treatment planning and individual and/or group therapy with adult clients as well as attend individual and group/peer supervision and professional development meetings. Placement is two - three days per week until the student has accumulated approximately 100 hours of client contact.
Professional Practice I
Convenor: Dr Linda Bilich
1 hr/week

Students undertaking any field placement are required to attend Professional Practice meetings that are held throughout the year. Students will be expected to present clinical cases from their placements and actively participate in the discussion of client management issues with their peers. Specific consideration will be given to discussing ethical issues arising during the course of clinical practice.

**SUB-COURSES ASSOCIATED WITH CLINICAL COURSEWORK II**

Specialised Interventions
Convenor: A/Prof Elizabeth Rieger
Other Teaching Staff: Dr Mark Boschen
Full day workshop in Week 1; 2 hr/week from Weeks 2-13

This course will focus on psychopharmacology, motivational interviewing and interpersonal psychotherapy (IPT). The course begins with a full day workshop on "Psychopharmacology for Psychologists" which will provide a broad introduction to the important concepts of pharmacological treatment of psychological disorders including a revision of the basic concepts of psychophysiology and an examination of each of the major classes of psychotropic medication (i.e., antidepressants, anxiolytics and antipsychotics). The classes on motivational interviewing and IPT will provide students with an understanding of the theoretical background underpinning these approaches and their implementation with a range of disorders such as depression and eating disorders. The course will be assessed via an exam to ensure strong understanding of the pharmacological treatment of psychological disorders, several skills-based demonstrations to ensure competence in delivering aspects of motivational interviewing and IPT, and an essay to determine competence in critically evaluating the treatment outcome literature for motivational interviewing and IPT.

Child Psychopathology & Intervention
Convenor: Joan Webb
Other Teaching Staff: Dr Dave Pasalic
2 hrs/week plus 8 hours of practical workshops and one school observational visit outside of course time

This course will address the assessment, diagnosis and classification of psychological disorders in children and adolescents. Interventions for internalising and externalising disorders, early childhood problems, autism and learning disorders will be addressed. The course will review the Wechsler Intelligence Scales for children (WISC and WPPSI), case formulations, treatment planning and communicating with others in relation to a child. Practical CBT skills will be taught during the workshops.

**SUB-COURSES ASSOCIATED WITH CLINICAL FIELD PLACEMENT II**

Clinical Placement II
ANU Clinic Placement (Child or Ongoing Adult Rotation)
Students will continue their clinical work by either continuing with the Adult Rotation, or by commencing the Child Rotation in the clinic. Student in the adult rotation will be expected to work with more complex clients and be engaged in further assessment / testing with clients. Students in the child rotation will be engaged in child / adolescent work under the supervision of a child clinical psychologist. Placement is two days per week until the student has accumulated approximately 100 hours of client contact.

Professional Practice II
Convenor: Dr Linda Bilich
1 hr/week

Students undertaking any field placement are required to attend Professional Practice meetings that are held throughout the year. Students will be expected to present clinical cases from their placements and actively participate in the discussion of client management issues with their peers. Specific consideration will be given to discussing ethical issues arising during the course of clinical practice.
**Sub-courses associated with Clinical Coursework III**

**Psychopathology & Intervention II**
Convenor: A/Prof Bruce Christensen  
Other Teaching Staff: Dr Myra Whitney & Others to be determined  
A mixture of lectures and full-day workshops

This course will provide an overview of current theoretical, clinical and empirical work on various psychological disorders, namely, (1) substance use disorders and (2) psychotic and bipolar disorders. The course will emphasise theories and intervention perspectives that yield a framework for pursuing both empirical work on the mechanisms and vulnerabilities underlying these psychopathologies, as well as to use this information in the conceptualisation and treatment of clients. The course will be assessed via differential diagnosis assignments and an exam to ensure strong knowledge of the epidemiology, aetiology, assessment and interventions for these disorders.

**Clinical Neuropsychology and Neurorehabilitation**
Convenor: A/Prof Anne Aimola Davies  
3 hrs/week

The primary aim of this course is to provide students with theoretical and practical knowledge of the discipline of neuropsychology, including theories and methods in clinical and cognitive neuropsychology, and cognition neuroscience. The first third of the course will be devoted to neuropsychological assessment: learning how to conduct a structured interview, and how to select, administer and interpret neuropsychological tests that assess language, attention and working memory, perception, memory, concept formation, reasoning, and executive function. The focus will then turn to cognitive neuroscience, with a review of brain anatomy, brain physiology and cerebral vasculature, and a hands-on workshop on magnetic resonance imaging in clinical neuropsychology. Evidence-based intervention strategies used by neuropsychologists will be covered in the final weeks of the course. Assessment consists of an oral presentation and a written case report (including theoretical underpinnings of the neurological disorder, neuropsychological test interpretation, and a proposal for neurorehabilitation), a video of test administration, in-class quizzes, and a final exam.

**Sub-courses associated with Clinical Field Placement III**

**Clinical Placement III**
Students will continue their clinical work by beginning a placement external to the ANU Psychology Clinic. This placement continues until the student accumulates approximately 100 hours of client contact.

**Professional Practice III**
Convenor: Dr Linda Bilich  
1 hr/week

Students undertaking any field placement are required to attend Professional Practice meetings that are held throughout the year. Students will be expected to present clinical cases from their placements and actively participate in the discussion of client management issues with their peers. Specific consideration will be given to discussing ethical issues arising during the course of clinical practice.

**Sub-courses associated with Clinical Coursework IV**

**Psychopathology & Intervention III**
Convenor: A/Prof Elizabeth Rieger  
Other Teaching Staff: Dr Lisa Oxman, Others to be determined  
3 hrs/week

This course will provide an overview of current theoretical, clinical and empirical work on various psychological disorders, namely, (1) eating disorders (anorexia nervosa, bulimia nervosa and binge eating disorder) and (2) personality disorders. The epidemiology, aetiology, psychological assessment and
interventions for these disorders in children, adolescents and adults will be covered. The course will be assessed via a series of skills-based demonstrations to ensure competence in the delivery of key interventions for individuals with eating disorders and personality disorders, an essay to determine understanding of cognitive-behavioural interventions for eating disorders and personality disorders and competence in critically evaluating this treatment outcome literature, and an exam to ensure strong knowledge of the epidemiology, aetiology, assessment and interventions for these disorders.

Health Psychology  
Convenor: A/Prof Rhonda Brown  
Other Teaching Staff: Prof Michael Kyrios; Dr Daniel Fassnacht; other guest speakers TBD  
3 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 students will be familiar with the major theories of stress and the evidence identifying both general and situation-specific stressors, competently identify the psychosocial factors associated with the onset or worsening of a range of human illnesses and competently apply the broad range of clinical psychological interventions 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.

Sub-courses associated with Clinical Field Placement IV

Clinical Placement IV  
Students will continue their clinical work by beginning a second placement external to the ANU Psychology Clinic for two days per week. This placement continues until the student accumulates approximately 100 hours of client contact.

Professional Practice IV  
Convenor: Dr Linda Bilich  
1 hr/week

Students undertaking any field placement are required to attend Professional Practice meetings that are held throughout the year. Students will be expected to present clinical cases from their placements and actively participate in the discussion of client management issues with their peers. Specific consideration will be given to discussing ethical issues arising during the course of clinical practice.

Sub-courses associated with Clinical Coursework V (Doctor of Psychology only)

Advanced Perspectives on Trauma  
Convenor: A/Prof Richard O'Kearney  
Other teaching staff: Dr Mike Barry, Dr Vanessa Cobham  
Workshops

The aims of this course are to provide 3rd D.Psych students with a comprehensive focus on the assessment and treatment of psychological problems following traumatic events or experiences. The course will provide students with the appropriate knowledge and initial skills:  
• to assess for posttraumatic disorders including complicated presentations and when co-morbid with other disorders,  
• to evaluate and consider issues related to compensable psychological injuries following trauma,  
• to apply psychological interventions to the management and treatment of PTSD and comorbid problems such as pain and insomnia.

It is assumed that all students already have a background in general psychological assessment and cognitive behavioural interventions and may have some experience in assessing and treating PTSD. This course aims to extend students’ knowledge and skill and apply these to specific, high prevalent clinical problems involving trauma.
The course will be run as a series of full or half day workshops. The dates for these will be negotiated.

**SUB-COURSES ASSOCIATED WITH CLINICAL COURSEWORK VI (Doctor of Psychology only)**

**Supervisor Training: A Competency-Based Approach to Supervision**
Convenor: Dr Linda Bilich
2hrs/week

The aim of this course is to equip students with the necessary knowledge and skills to provide competency-based supervision to supervisees. Knowledge areas which will be covered include: understanding of the profession, skills required for effective supervision practices, ability to develop and manage the supervisory alliance, ability to assess competencies of the supervisee, capacity to evaluate the supervisory process, awareness and attention to diversity and ability to address the legal and ethical considerations related to the professional practice of psychology.

The course structure will include preparatory work (such as reading relevant material, reflecting on practice), as well as assessment of knowledge related to relevant Psychology Board of Australia guidelines. There will be face-to-face teaching components and additional assessments including video review of provision of supervision sessions.

**SUB-COURSES ASSOCIATED WITH RESEARCH PRACTICUM I & II (Doctor of Psychology only)**

**Research Practicum I & II**
Aims: The aims of the Research Practicum are to enhance the student’s: (i) clinical competencies necessary for independent clinical practice, and (ii) capacity to undertake independent, high quality clinical research in a real-world setting. This component is the main mechanism by which the students will demonstrate their higher level of integration of psychological theory, research, and practice that is expected of a doctoral-level clinical psychologist.

Format: Research Practicum I and II are supervised clinical placements that each require a total of 500 hours of participation. However, in addition to meeting the placement requirements, students are required to conduct significant applied research that is conceptually related to their research thesis topic. This research may be conducted in the context of the placement or it may be conducted separately. It is important to note that the clinical work that you complete as part of your research cannot be counted towards your placement hours.

**Professional Practice V & VI**
Convenor: Dr Linda Bilich
1 hr/week

Students undertaking any field placement are required to attend Professional Practice meetings that are held throughout the year. Students will be expected to present clinical cases from their placements and actively participate in the discussion of client management issues with their peers. Specific consideration will be given to discussing ethical issues arising during the course of clinical practice.
7. STAFF RESEARCH INTERESTS

**Associate Professor Anne Aimola Davies** (Anne.Aimola@anu.edu.au)
Cognitive and clinical neuropsychology, specifically visual and somatosensory attention, belief formation, and neurorehabilitation. These aspects of cognition can be investigated by studying individuals following right-hemisphere stroke, especially those suffering from unilateral neglect, sensory loss, or anosognosia for motor impairments.

**Dr Deborah Apthorp** (Deborah.Apthorp.anu.edu.au)
Human visual perception of motion and self-motion, as well as the role of form cues in motion perception. Also, binocular rivalry, masking, attention and awareness. Currently establishing an EEG lab with an interest in investigating the effect of radio frequency (such as emitted by mobile phones) on low-level visual perception and EEG alpha-band activity.

**Dr Emma Axelsson** (Emma.Axelsson@anu.edu.au)
My overarching research interest is in cognitive development in typical and atypical populations. My specific interests include cognitive mechanisms in child word learning; sleep-related learning and memory; body representations; and universal surveillance and early detection of developmental disorders.

**Dr Vanessa Beanland** (Vanessa.Beanland@anu.edu.au)
Visual attention, particularly why people fail to detect some objects (i.e., inattentive blindness, change blindness); visual search; eye movements; inattention and distraction; dual-task performance; driving behaviour and road safety; neuroethics.

**Dr Boris Bizumic** (Boris.Bizumic@anu.edu.au)
The intersection of social and personality psychology, focusing on phenomena such as social attitudes (ethnocentrism, prejudice, and authoritarianism) and personality factors shown to be related to social attitudes (narcissism and the Big Five personality traits); psychometrics; cross-cultural research; and scale development.

**Associate Professor Rhonda Brown** (Rhonda.Brown@anu.edu.au)
Comorbid psychiatric and illness symptoms including affective symptoms (anxiety, depression), sleep disturbance, fatigue, overweight/obesity and changes in physical activity; stress and affective symptoms; predictors of medical outcomes in clinical populations (e.g., relapse, quality of life); stress and burnout in doctors and medical students.

**Associate Professor Bruce Christensen** (Bruce.Christensen@anu.edu.au)
The cognitive and neurobiological basis of psychopathology, with an emphasis on psychotic and affective disorders. Our work has been informed by both evolutionary neurobiology and cognitive/perceptual psychology in order to understand the nature and pattern of cognitive deficits associated with these disorders. It also incorporates neuroimaging (EEG/ERP, fMRI, TMS) to uncover associated neurobiological mechanisms and clinical methodologies to connect deficits to symptoms and functional outcome.

**Associate Professor Mark Edwards** (Mark.Edwards@anu.edu.au)
Visual perception, with a major focus on how various pathways in the visual system function and interact with each other. Certain clinical disorders may result from, or in, neurological damage to the visual system. Hence investigating visual functioning in these disorders provides an effective way to investigate the neural pathology underlying them. To date my students have investigated the neural pathology underlying dyslexia and the visual impairments associated with long-term ecstasy use.

**Dr Stephanie Goodhew** (Stephanie.Goodhew@anu.edu.au)
Visual cognition, including attention, awareness, and object perception. I am particularly interested in the mechanisms that determine which stimuli from the environment are selected for preferential processing and access to conscious awareness, and how such processes are altered as a function of a person’s goals or mental state. Currently supervising a project on the temporal-attentional biases in anxiety.

**Associate Professor Evan Kidd** (Evan.Kidd@anu.edu.au)
I am a developmental psychologist with a primary interest in linguistic processes and how language interacts
with other cognitive processes (e.g., memory, attention) across the lifespan. Clinically relevant projects include: language acquisition in atypical populations (e.g., ASD, Down’s Syndrome, Congenitally Blind, Specific Language Impairment) and language processing in ageing populations with or without neuro-degenerative disorders (e.g., Alzheimer’s and Parkinson’s Disease). I am also interested in the role of symbolic play in child development. Potential projects include symbolic play in atypical populations, and the function of imaginary companions in childhood.

**Professor Michael Kyrios** (Michael.Kyrios@anu.edu.au)
Mike’s research focuses on obsessive-compulsive spectrum disorders (inclusive of OCD, hoarding & BDD), behavioural addictions (inclusive of compulsive buying, gambling, and internet addictions), chronic medical illness, the self in psychological disorders, and the dissemination of evidence-based psychological treatments. He uses survey, experimental and neuropsychological methods to understand disorders from cognitive-behavioural, developmental, phenomenological and neurocognitive perspectives.

**Professor Elinor McKone** (Elinor.McKone@anu.edu.au)
Face recognition. Clinically-relevant projects in my lab (recent, current, or ideas I have an interest in) include: improving face recognition in people living with age-related macular degeneration, and affects of this on quality of life, depression, etc; differences between genuine and posed (faked) expressions of facial emotion, including whether conclusions about certain clinical groups showing impairments of emotion processing change if genuine facial expressions are used; face emotion processing and eye-gaze cueing of social attention in callous-unemotional traits; individual differences in the way people move their eyes around faces, and associations of this with face recognition ability, social anxiety, depression; perceptual adaptation to obese faces (and bodies), asking whether high population obesity levels are changing our norms so that we no longer “see” obesity to the same extent.

**Associate Professor Richard O’Kearney** (Richard.Okearney@anu.edu.au)
Language and psychopathology; clinical, theoretical and intervention research into obsessive-compulsive disorder and posttraumatic stress disorder.

**Associate Professor 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 multimodal processing - particularly visual + auditory integration.

**Dr Dave Pasalich** (Dave.Pasalich@anu.edu.au)
Clinical child psychology; role of parenting and the parent-child relationship in the development, prevention, and treatment of child conduct problems and callous-unemotional traits; maltreatment; out-of-home care.

**Professor Michael Platow** (Michael.Platow@anu.edu.au)
Social psychology: social identity and self-categorisation process; distributive and procedural fairness in interpersonal and intergroup settings; social influence and leadership; group-based trust; prejudice and discrimination; social identity processes in education.

**Professor Kate Reynolds** (Katherine.Reynolds@anu.edu.au)
Prejudice, stereotyping, intergroup conflict and cooperation; the interface between social and organisational psychology (e.g., diversity management, leadership and organisational change)

**Associate Professor Elizabeth Rieger** (Elizabeth.Rieger@anu.edu.au)
Eating disorders; obesity; body image; psychological interventions (including cognitive behaviour therapy, motivational interviewing and interpersonal psychotherapy).

**Professor Mike Smithson** (Michael.Smithson@anu.edu.au)
Judgement and decision making under uncertainty; risk assessment and risk taking; social dilemmas; statistical methods. Clinically relevant topics include indecision; impulsivity; resilience.

**Dr Dirk van Rooy** (Dirk.Vanrooy@anu.edu.au)
Socio-cognitive processes that underlie consensualisation within social groups, dealing with the question of how groups of individuals develop collective cognitive structures (stereotypes, norms) and social action.
Appendix I

Research Milestones for the Master of Clinical Psychology, Doctor of Psychology (Clinical) and Doctor of Philosophy (Clinical Psychology)
Master of Clinical Psychology Research Milestones 2016

First Year Students

Before 30 May 2016
Confirmation of supervisor (your supervisor will complete this form)

End of Semester 1 (by 15 June 2016)
Submission of initial Research Plan for the 12 months ahead

End of Semester 2 (by 30 November 2016)
1. Submission of thesis proposal for Initial Progress Review
2. Submission of first Annual Research Plan and Progress Report to be produced in consultation with the supervisor

Second Year Students

End of Semester 2 (by 30 November 2016)
1. Submission of second Annual Research Plan and Progress Report to be produced in consultation with the supervisor
2. Paper presentation at the Research School of Psychology Clinical Psychology Research Forum to be held on Tuesday 22th November 2016.

Thesis Submission

End of Year 2 – 31st January following the second year of enrolment
Submission of thesis for examination
The identification and nomination of examiners must be completed by the supervisor and approved by the Clinical Program Director before submission

IMPORTANT:
- A copy of all forms can be obtained from the Clinical Program Wattle site.
- Completed forms should be submitted to the Research School of Psychology office.
- All completed forms (including all signatures) must be provided to the Psychology office. Without this documentation, your transcript cannot be updated to indicate that you have completed the relevant course.
- It is the student’s responsibility to ensure that each milestone is met throughout the duration of their candidature.
Doctor of Psychology (Clinical) Research Milestones 2016

First and Second Year Students
Not applicable for 2016

Third Year Students (and beyond)
Third Anniversary of Enrolment (30 November 2016)
1. Submission of third Annual Research Plan and Progress Report (after a panel meeting)
2. Paper presentation at the Research School of Psychology Clinical Psychology Research Forum to be held on Tuesday 22th November 2016.

Thesis Submission
End of Year 3 – Third Anniversary of Enrolment
1. Oral presentation of thesis research approximately three months prior to thesis submission.
2. Notification of Intent to Submit must be completed at least two months before thesis submission
3. The identification and nomination of examiners must be completed before thesis submission (the chair of your supervision panel will complete this form)
4. Candidates who do not submit their thesis within three years of candidature must continue to submit Research Progress Reports and Research Plans, as well as to present at the Clinical Psychology conference every 12 months.

Please visit the following link for further details on thesis submission:

IMPORTANT:
- All forms are to be completed on line.
- All completed forms (including all signatures) must be provided to the Research School of Psychology Office. Without this documentation, your transcript cannot be updated to indicate that you have completed the relevant course.
- It is the student’s responsibility to ensure that each milestone is met throughout the duration of their candidature.
Doctor of Philosophy (Clinical Psychology) Research Milestones 2016

First Year Students
Before 30 May 2016
Confirmation of supervisory panel membership (the chair of your supervision panel will complete this form in consultation with you)

End of Semester 1 (by 14 June 2016)
Submission of initial Research Plan for the 12 months ahead

First Anniversary of Enrolment (by 30 November 2016)
1. Submission of thesis proposal for Initial Progress Review
2. Submission of first Annual Research Plan and Progress Report to be produced in consultation with supervisory panel and approved at a meeting of the full panel

Second Year Students
Second Anniversary of Enrolment (by 30 November 2016)
1. Submission of second Annual Research Plan and Progress Report (after a panel meeting)
2. Paper presentation at the Research School of Psychology Clinical Psychology Research Forum to be held on Tuesday 22nd November 2016.
3. Second Year Review (which may be a combination of 1 & 2 above or another assessment as directed by the supervisory panel).

Third Year Students
Third Anniversary of Enrolment (by 30 November 2016)
1. Submission of third Annual Research Plan and Progress Report (after a panel meeting)
2. Paper presentation at the Research School of Psychology Clinical Psychology Research Forum to be held on Tuesday 22nd November 2016.

Fourth Year Students (and beyond)
Fourth Anniversary of Enrolment (by 30 November 2016)
1. Submission of fourth Annual Research Plan and Progress Report (after a panel meeting)
2. Paper presentation at the Research School of Psychology Clinical Psychology Research Forum to be held on Tuesday 22nd November 2016.

Thesis Submission
End of Year 4 - Fourth Anniversary of Enrolment
1. Oral presentation of thesis research approximately three months prior to thesis submission.
2. Notification of Intent to Submit must be completed at least two months before thesis submission
3. The identification and nomination of examiners must be completed before thesis submission (the chair of your supervision panel will complete this form)
4. After four years of full-time candidature, candidates must apply for an extension of their program and continue to submit Research Progress Reports and Research Plans, as well as to present at the Clinical Psychology conference every 12 months.

Please visit the following link for further details on thesis submission:

IMPORTANT:
- All forms are to be completed online.
- All completed forms (including all signatures) must be provided to the Research School of Psychology Office. Without this documentation, your transcript cannot be updated to indicate that you have completed the relevant course.
- It is the student's responsibility to ensure that each milestone is met throughout the duration of their candidature.
Appendix II

Australian Psychological Society
College of Clinical Psychologists

Course Approval Guidelines

December 2010
5.1 PREAMBLE

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. 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.

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 specialization and must maintain a reasonable balance between the transfer of knowledge, skills acquisition and professional socialisation.

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. Specifically, the program must equip students with competencies to assess and treat the range of common psychological disorders including: anxiety disorders (all subtypes); mood disorders (includes major depression, dysthymia, and bipolar disorders); somatoform disorders (includes pain, somatization, and hypochondriasis); eating disorders (includes bulimia, anorexia, and binge-eating disorders); impulse control disorders (compulsive gambling and disorders of anger); substance- and alcohol-related disorders; psychotic disorders (includes schizophrenia, schizoaffective, and delusional disorders); personality disorders (includes clusters A, B, and C), and suicide behaviours. The following disorders in children must be covered: developmental disorders, learning disorders, attention-deficit and disruptive behaviour disorders, anxiety, and depression. Self harm and suicide in children and the impact of cultural factors on clinical assessment and intervention must also be covered.

Procedures and therapeutic interventions taught must be derived from scientifically sound theory and must be evidence-based. The College will be guided in its assessment 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.

5.2 SPECIALIST COURSEWORK CONTENT

(a) The program of coursework for a Masters’ course should be designed to serve the main purpose of clinical training, namely, to equip students with knowledge and skill competencies in ALL core aspects of clinical psychology. The organization and sequencing of coursework must maximize theory-practice integration and should therefore be spread across the clinical training period and integrated with practicum training. This includes the assessment and treatment of all common psychological disorders across age ranges and clinical severity domains. The bulk of the coursework should be taught by qualified clinical faculty. When student presentations occur, they should constitute no more than 15% of the overall teaching program. The coursework should include the following core topics. The topics and the minimum number of hours (in parentheses) of face-to-face formal teaching are as follows:

(i). Diagnosis and classification of mental disorders and basic psychopathology. This topic should include a critical examination of major diagnostic systems and diagnostic criteria, and competencies to reliably diagnose common psychological disorders including adjustment, anxiety, and depressive disorders across the lifespan. [24 hours].

(ii). Clinical assessment and psychopathology. Clinical assessment of severe psychological disorders (e.g., personality, bipolar, psychotic disorders), diagnostic criteria, aetiological factors and psychological models of these disorders. [24 hours]
(iii). Adult psychological assessment. The principles, methods, procedures, and critical evaluation of
behavioural, psychometric and clinical assessment of psychological problems. Psychometric
assessment and reporting of cognitive functions and personality across the adult age range must be
covered. [24 hours]

(iv). Psychological assessment and treatment of children and adolescents. This topic must include
behavioural, psychometric and clinical assessment and management of common psychological
disorders in children and adolescents including anxiety disorders, mood disorders, internalizing and
externalizing problems, developmental disorders, and autistic spectrum disorders. [24 hours]

(v). Principles of psychotherapy and basic counseling skills. Includes principles, research and
evaluation of empirically validated treatments, coverage of non-specific factors and their influence on
psychological interventions, and knowledge and skills training in counselling across the life span. [24
hours]

(vi). Clinical Psychology Interventions 1. Empirically validated interventions for common psychological
conditions in adults including anxiety, depressive, somatoform, and adjustment disorders. [24 hours]

(vii). Clinical Psychology Interventions 2. This topic should cover empirically validated interventions for
severe manifestations of psychological disorders including severe anxiety (e.g., OCD and PTSD) and
mood disorders, substance-abuse, eating, personality, and psychotic disorders. [24 hours]

(viii). Health psychology, behavioural medicine and rehabilitation. This topic must cover basic health
psychology principles and procedures and their applications in clinical health contexts. This topic may
include relevant assessment issues but mainly focuses on psychological interventions of major health
problems including, among others, drug and alcohol and obesity problems. Motivational interviewing
and relapse prevention strategies must be covered. [24 hours]

(ix). Research methods and evaluation. This topic must cover qualitative and quantitative research
methods and their application to clinical research, research designs including single-case designs, and
methods to evaluate service delivery. In addition the principles and procedures governing the use of
statistics in clinical research should be covered. [24 hours]

(x). Basic psychopharmacology. This topic should cover principles and practices of empirically
validated psychopharmacological treatments for psychological disorders including their common
indications, contraindications and adverse effects. [12 hours]

(xi). Ethics and professional practice. The topic should cover professional, ethical and legal aspects of
clinical psychology practice [24 hours]

In addition to the core topics, at least one of the following topics should be included:

- Sociocultural factors and their impact on clinical assessment and intervention. This topic must be
covered by integrating sociocultural issues within coverage of assessment and intervention or as an
independent subject [12 hours]
- Current neurobiological approaches and models. This topic covers empirically validated
neurobiological models of common psychological disorders, their technologies (e.g., EEG, fMRI) and
applications. [12 hours]
- Specialised interventions. This topic covers an orientation to, or basic skills in, a specific
psychotherapeutic intervention (e.g., IPT, family therapy, ACT). [12 hours]

(b) The program of coursework for professional doctoral degrees must include all requirements specified
above for the masters degree AND include advanced course work. Advanced coursework in clinical
psychology must cover assessment, case conceptualisation and application of psychological interventions in
an area of clinical psychology requiring advanced competencies (e.g., treatment of persons with severe
personality disorders or with multiple diagnoses) or advanced professional or clinical practice (e.g., clinical
supervision) or involve in-depth work in specialised areas of clinical psychology (e.g., specialist interventions with children, adolescents, or older adults). There should be a minimum of 48 hours face to face teaching.

### 5.3 SPECIALIST COURSEWORK CONTENT

(a) Formal practical training should not begin until the students have acquired basic knowledge of clinical theory and practice, and pre-practicum professional and clinical capabilities, usually by the second half of the first year of the course.

(b) 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, supervision, and support. When the initial placement occurs in the field, the AOU must demonstrate that (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.

(c) For the master’s course, 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, a maximum of 100 of these contact hours may be via tele/videolink.

(d) The doctoral course must meet practicum requirements for the Masters course during the first 2 years of training. In addition, 200 of the required 500 hours of advanced practicum must be in face-to-face client contact. 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 settings (e.g. inpatient/outpatient, community), and train students in a variety of clinical (assessment, treatment, and professional) competencies. At the very least, following initial training at the university clinic, one placement should be devoted to child or child and adolescent work, at least 1 placement to adult work, and the third to work with adult or older adults. A placement is defined as comprising at least 200 hours of practicum work and 80 hours of face-to-face contact.

(e) The total clinical supervision time for the Masters course shall be at least 180 face-to-face hours. Doctoral students must meet supervision requirements specified for the Masters course (180 hours) AND obtain at least 50 additional hours of supervision during the 500 hours of advanced practicum associated with the doctoral degree.

Clinical supervision via phone or videolink (distance supervision) may be undertaken only when access to eligible supervisors requires travel that exceeds a distance of 100 Kms.

(i). No more than 300 hours of practicum time may be supervised by the distance supervision mode.

(ii). 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.

(iii). A written description of the distance placement and available learning opportunities and resources must be provided to the placement coordinator in advance. The following should be specified:

- A description of the placement setting, client demographics, case load, and nature of client problems.
- Reading and test materials available to the students
- Agency guidelines for case management, record keeping and client emergencies;
• The supervisor(s) qualifications, experience and expertise, including preferred therapeutic approach

• Agency limitations and constraints (e.g., access, working hours, office space, staff leave, computer and IT restrictions).

• Psychology and non-psychology staff expertise available to the student and terms of contact.

(iv). Face-to-face contact between the student and intending distance supervisor must occur prior to the start of a distance placement to assess whether distance supervision will be both adequate and appropriate, to establish supervision objectives, to finalise the supervision contract, and to assess essential pre-placement competencies such as the supervisee’s test administration and interviewing skills.

(v). The frequency and regularity of supervision must match the developmental needs of the trainee but in all instances supervision contact should be no less than an hour each week.

(vi). The student must provide the distance supervisor with relevant documentation including case and supervision reports prior to the supervision session, as determined by the supervision contract.

(vii). The student must submit to the distance supervisor a minimum of one recorded session for each client seen. Informed consent must be obtained from the client in writing.

(viii). It is the AoU’s responsibility to ensure that a distance student has adequate access to essential handbooks and other resources, in the event there are insufficient resources in the distance placement setting.

(ix). Course staff undertaking distance supervision of a student must have had previous placement supervisory experience or supervision training appropriate to the supervision needs of the course.

(x). Students in the distance supervised placement must satisfy all other requirements for placements specified in the Course Approval Guidelines.

(xi). In addition to APAC requirements governing practicum logs, logbooks must maintain number of face-to-face client hours, supervisory method (e.g., live supervision, videotape) and supervisory mode (e.g., phone, videoconference).

5.4 SPECIALIST RESOURCES

Library holdings, access to electronic data bases and test-library holdings must be adequate and up-to-date for clinical psychology training.

5.5 SPECIALIST RESEARCH REQUIREMENTS

(a) Research competencies: The research project for the Clinical Masters degree is designed to equip students with competencies in the review, integration, critical interpretation and evaluation of research (quantitative, qualitative, and meta-analytic studies) in clinical psychology. In addition, the research project should be structured to ensure that students acquire knowledge, skills, and experience in designing and conducting research studies, including in data management, analysis and interpretation.

(b) Research scope and outcomes: The topic of research must be of direct relevance to clinical psychology. A clinical masters research project should meet the following criteria: (i) the size of the project should involve approximately 6 months of full-time student work; (ii) the scientific merit of the research should typically be of a standard that is publishable in a peer-reviewed journal (or would be publishable with some additional work, e.g. larger numbers within a clinical rather than a analogue group). APS Assessors must be
provided with titles of research dissertations and theses completed since the APS College course approval assessment and any related publications in peer reviewed journals.

(c) Research design: The research competencies and research outcomes may be achieved by one of several research designs. Acceptable designs include an independent empirical project, the use of pooled data to source individual projects, or program evaluation studies. Single-case studies by themselves will not meet requirements for a clinical Master's project except within a true experimental design when a case series can be subjected to repeated observations to demonstrate valid, statistically and clinically reliable effects.

(d) Research data: In the case of archival or shared data, the research project must be structured and executed in a manner that ensures that research competencies (5.5a) are satisfied for each trainee and that research outcomes are commensurate with those prescribed for independent projects (5.5.b).

5.6 SPECIALIST ASSESSMENT REQUIREMENTS

(a) The training program must show evidence of a comprehensive and carefully designed curriculum of capabilities for clinical psychology, derived from scientific and pedagogic principles and supported by empirical evidence and/or expert consensus.

(b) In effect, the program must demonstrate that each student has performed satisfactorily on a set of core capabilities identified as essential for clinical psychology practice. These are:

   (i). Capabilities for the assessment, diagnosis, and differential diagnoses for common psychological disorders across severity levels and the life span.
   (ii). Counselling skills including the capability to form and maintain a therapeutic alliance with diverse clients across age ranges.
   (iii). Knowledge of principles, procedures, and applications of AND competence in conducting an empirically based intervention for common psychological disorders across severity levels and the life span.
   (iv). Knowledge and skills in case conceptualization for common psychological disorders across severity levels and the life span.
   (v). Knowledge of professional, ethical, and legal issues and competent interpretation of these codes in clinical psychology practice.
   (vi). Meta competencies including effective reflective practice and the scientist-practitioner approach to clinical work.

(c) Assessment of competence should be achieved by assessing key capabilities and skills in each unit using (i) an end-of-course, final exit examination which incorporates a clinical viva examination, OR (ii) an objective structured clinical examination (OSCE) which includes a range of test scenarios or stations, OR (iii) an assessment portfolio for each student which monitors the trainee's attempts and satisfactory completion of a series of ecologically valid tasks at developmentally appropriate stages, OR (iv) any other assessment process which clearly satisfies best-practice in the assessment of trainee competence.

(d) It is highly desirable that viva and OSCE examination systems include suitably qualified, external examiners, (e.g. senior clinical psychologists of at least 5 years clinical experience from an Area Health authority, or a clinical faculty member from another training program).

   (i). at some point in the program, each trainee must submit a minimum of four written case reports (of at least 2000 words) based on independent casework conducted by the trainee. The case reports must demonstrate competent analysis and integration of case and psychometric data leading to diagnostic, case conceptualization, and case management capabilities. Adherence to the scientist-practitioner approach and effective reflective practice skills should be evident in one or more case reports.