Clinical Psychology Program Handbook

2022

Research School of Psychology

- Master of Clinical Psychology
- 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 and guide for students and staff. Students should read the contents of the Handbook carefully and consult it regularly in order that they stay abreast of Program requirements, policies and processes. An important additional source of information for students is the Clinical Psychology Program's Wattle (Web Access to Teaching and Learning) sites, which can be accessed via [Wattle](#). There are three clinical program Wattle sites: one for the Program generally; one for the coursework component; and one for the field placement component.

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"](#).

1.1 The Australian National University

The Australian National University (ANU) is located in Canberra, the national capital and part of the traditional lands of the Ngunnawal and Ngambri people. The Research School of Psychology and the University recognise the Ngunnawal and Ngambri people as the traditional custodians of this land and acknowledge and respect their past and continuing culture and the contribution they make to the city and region. Canberra is home to approximately 400,000 people and several national museums, galleries, cultural institutions, intellectual centres, and government organisations. It is also host to the Australian Institute of Sport and several professional and semi-professional sporting teams. The city is a national leader in parkland development, green energy, and education. In 2014, the Organisation for Economic Cooperation and Development (OECD) rated Canberra as the most liveable city in the world, and it was named the *Lonely Planet's* third best city in the world to visit in 2018.

The ANU was founded in 1946 and developed on a 146-hectare block of land, which is just a 10-minute walk from the CBD, surrounded by extensive native bushland, and adjacent to Lake Burley Griffin. Its founding mandate was to advance the nation's scholarship and research and to develop its intellectual and creative capacity to be in line with the best international standards. Since its creation, the ANU has expanded steadily and today has over 4,000 staff and 21,000 students, representing approximately 100 countries. Its ongoing aim is to generate world-class performance in fundamental, applied and strategic research scholarship and creative activity in all fields represented at the University. Integrating research capacities into teaching is one of the ways the ANU provides a stimulating approach to teaching and learning. In the QS World University Rankings, the ANU has been ranked as Australia's leading university several years in a row (2015-2019), with the ANU currently ranked 27th in the world (QS World Rankings).

1.2 The Research School of Psychology

The ANU Research School of Psychology is part of the ANU College of Health and Medicine, 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 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 psychology. The School also has a strong teaching and research focus on psychological research methods and statistics. It is regarded as one of the very best psychology programs worldwide, ranking 27th in the 2022 QS World Rankings.

The clinical psychology group in the Research School of Psychology currently has nine academic staff, all of whom hold teaching and research appointments. Professor Bruce Christensen is the Director of the Research School of Psychology and has extensive expertise in clinical psychology and clinical neuropsychology and research in the areas of psychotic, affective and anxiety disorders. The other clinical group members have produced significant research in the areas of psychotic, affective and anxiety disorders (Dr Junwen Chen), eating disorders and obesity (Associate Professor Elizabeth Rieger and Dr Kristen Murray), developmental psychopathology (Dr Dave Pasalich), face processing and psychopathology (Professor Bruce Christensen, Dr Amy Dawel), personality pathology (Dr Conal Monaghan), and social processes related to clinical and health psychology (Dr Tegan Cruwys).

1.3 The Clinical Program

Degrees in Clinical Psychology

The Research School of Psychology Clinical Program offers two postgraduate degrees in clinical psychology:
- Master of Clinical Psychology
- Doctor of Philosophy (Clinical Psychology)

Across both of these degree programs, training is founded on the scientist-practitioner model. Within this framework, practice and research are equally emphasised and fully integrated, since both are considered core activities of clinical psychologists. Moreover, a central tenet of the scientist-practitioner model is that the integration between these two domains is advantageous beyond the sum of their parts. Therefore, the Clinical Program aims to prepare clinical psychologists to: (a) practice independently across diverse clinical and community settings; (b) conduct and utilise relevant research that informs the understanding and treatment of mental disorders; and (c) adopt a philosophy and approach that values life-long professional learning.

Master of Clinical Psychology

The Master of Clinical Psychology (MCP) degree is a two-year (full-time) program of coursework, clinical placements (1000 hours) and research (focused on a Master's Thesis project of original research and culminating in a written report of at least 5000 words). This degree is primarily designed to be the basic professional qualification in clinical psychology, but 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, sport psychologists, and psychology-relevant positions within diverse sectors such as the public service and non-government organisations (NGOs).

Doctor of Philosophy (Clinical Psychology)

The Doctor of Philosophy (PhD) (Clinical Psychology) is a four-year (full-time) program of coursework, clinical placements (1000 hours) and research (focused on a PhD Thesis of programmatic research (i.e., several interrelated research studies). This degree is designed for students who have a particular interest in the academic and research aspects of clinical psychology in addition to its application in clinical settings. Graduates of this program undergo the same curricular and clinical training as Master's students, but with the added intensive research training provided by completing a research PhD in the field of clinical psychology. Therefore, clinical work, academic teaching and research are common career pathways pursued by graduates of the clinical PhD program.

1.4 Professional Recognition and Accreditation

The MCP and PhD (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), and for full membership of the Australian Psychological Society (APS).

After obtaining general registration as a psychologist, students in the MCP or PhD (Clinical Psychology) must complete 2 and 1.5 years, respectively, of approved supervised full-time equivalent practice with a supervisor approved by the PsyBA to be eligible for:
(a) registration with the Psychology Board of Australia with endorsement as a clinical psychologist
(b) membership of the Australian Clinical Psychology Association, and
(c) membership of the APS Clinical College.

PhD (Clinical Psychology) students who have completed all of the MCP coursework, placement, and research requirements may be eligible for general psychology registration with the PsyBA. Please see the PsyBA website section on their "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 (of at least 5000 words) that has been (or is about to be) submitted for publication to a peer-reviewed journal. The internal process for PhD (Clinical Psychology) 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 reviews the student's published or to-be-published manuscript before sending a memo to the Director of the Research School of Psychology stating that all coursework and placements (for Master's equivalence) have been completed.

3) The student submits hard copies of a cover letter (briefly detailing the nature of the request), the completed PDEC-76 form, and completed research manuscript to the RSP Administration Officer.

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 RSP Administration Officer.

1.5 Overall Program Structure

The MCP and PhD (Clinical Psychology) degrees both have structures that combine coursework, clinical placements and research. In the first two years, the two degrees are identical in terms of coursework and *nearly* identical in terms of clinical placements. MCP students start their placements in the second half of first semester, first year and PhD students start their placements in the second half of first semester, second year. Within this framework, PhD students are offered more time in their first year to establish their program of research. It is *strongly recommended* that PhD students work concertedly with their supervisors to advance their research as quickly as possible during the first year in order that they are well positioned to complete the program in a timely manner. PhD (Clinical Psychology) students also 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 psychology. 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 the demands from clinical placements and research become greater.

The coursework covers topics in the areas of psychological research, assessment, and interventions, as well as professional and ethical guidelines/legislation and conduct. A variety of teaching methods are used including didactic teaching, problem- and case-based learning, skills training, and external site visits.

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

First year
- Psychological Assessment
- Psychological Disorders: anxiety disorders, depressive disorders, substance use disorders, personality disorders
- Evidenced-Based Psychological Interventions (Cognitive Behaviour Therapy and Dialectic Behaviour Therapy)
- Ethics and Professional Practice
- Child Psychopathology and Intervention
- Clinical Research Methods
- Working in Multidisciplinary Teams

Second Year
- Psychological Disorders: eating disorders, psychotic disorders, bipolar disorder
- Evidenced-Based Psychological Interventions (Cognitive Behaviour Therapy, Interpersonal Psychotherapy, and Motivational Interviewing)
- Psychopharmacology
- Neuropsychology for Clinical Psychologists
- Health Psychology
- Working with Indigenous Clients

1.7 Clinical Placements

In the first semester of first year, students will attend the Clinical Skills Training Workshop (every Friday) to prepare them for their first clinical placement. Students who are enrolled in the MCP will commence placement in early to mid-late April in their first year in the ANU Psychology Clinic, while PhD (Clinical Psychology) students will commence in early to mid-late April in their second year. The initial placement involves obtaining clinical competencies in adult, child /family therapy, group therapy, and intellectual/cognitive assessment. All students will complete a yearlong internal placement in the clinic before completing two supervised external placements. The external placements can vary in length, but are generally one semester long. The external clinical placements can be completed at various health, community, correctional, or private facilities in the ACT or interstate. Although the total amount of clinical placement is required to be 1000 hours, students in our MCP and PhD (Clinical Psychology) degrees typically complete more than this requirement. It is important that students engage in placements that will expose them to a range of populations, clinical presentations, and evidence-based treatment modalities. The following table outlines the progress of students through placements according to hours on placement.

Placement Type	Hours on Placement	Client Contact Hours	Individual Supervision	Group Supervision
ANU Psychology Clinic (3 days per week)		180 (minimum)	45	45
Minimum subtotal for Clinic	**400**	**180**	**45**	**45**
External Placement I (two days per week)	300	110	22.5	22.5
External Placement II (two days per week)	300	110	22.5	22.5
Minimum Total	**1000**	**400**	**90**	**90**

For more information regarding both internal and external clinical placements, please refer to the *Clinical Placement Handbook.*

Placement Agencies

The policy and procedures relating to clinical placements can also be found in the *Clinical Placement Handbook*. All placements will be arranged through the Clinical Placement Coordinator (Dr Linda Nicholson). The availability of particular field placements may vary at any given time due to a variety of circumstances. Students must _not_ directly approach external agencies to arrange a placement without the permission and involvement of the Placement Coordinator. Students will be invited to discuss with the Placement Coordinator the areas of their specific clinical interest; at this time, they will also be 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 nationally) are provided across a diverse range of settings including (but not limited to) public and private hospitals, mental health services, community health centres, correctional services, educational facilities, military services, employee assistance programs, private practice, and not-for-profit organisations (e.g., CatholicCare).

1.8   Research

The research milestones that clinical students are required to meet across the two clinical degrees are summarised in Appendix II. Additionally, other research requirements and events (e.g., the Clinical Research Forum) are described below.

Master of Clinical Psychology

A central requirement of the MCP degree is the completion of an appropriate empirical research project, supervised by a staff member in the Research School of Psychology (or affiliated Schools, Departments, and Institutes). While the thesis supervisor may be an academic staff member from outside the Research School of Psychology, students must obtain approval for such supervisory arrangements from the Clinical Program Director and must also arrange for a Thesis Advisor from within the Research School of Psychology. Students will begin work on their thesis project at the beginning of the first year in the Clinical Program. The project will culminate in the submission and examination of an MCP thesis, taking the form of a journal article manuscript of at least 5000 words (with no maximum length) submitted to their supervisor by the 31st of January of the year following their second year. The length beyond 5000 words is at the discretion of the research supervisor and commensurate with the requirements of the targeted journal for publication and conventions within a given field. Students must also include a copy of the submission guidelines (e.g., Instruction for Authors) from the targeted journal in an Appendix of the written thesis. This will allow examiners to assess the length and formatting of the manuscript accordingly.

Doctor of Philosophy (Clinical Psychology)

A major requirement of the PhD (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 Research School of Psychology at the ANU. This program of research will culminate in the submission and examination of a substantial thesis (typically greater than 40,000 words and up to 100,000 words). 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 PhD (Clinical Psychology) thesis is intended to be similar in size and scope to a research-only PhD thesis in psychology.

Research Festival

All students in the Program will present a portion of their research in the annual Research Festival. The Forum is an opportunity to hear about the research being conducted by postgraduates in the Clinical Program, receive valuable feedback on your own research, and engage in substantive discussion about research with your peers. In addition, the communication of research findings, ideas, and theory is an important skill for all clinical psychologists to develop. In this vein, the Forum aims to provide a secure and positive environment within which these skills can be practised and honed. The Forum is attended by postgraduate students, academic staff and other interested stakeholders (e.g., placement

supervisors). The requirement is a 10-15-minute presentation with an opportunity for the audience to ask questions and/or provide feedback. The day ends with the annual Student Keynote Address where a graduate of the Clinical Program is invited to present their thesis research and postgraduate journey in more detail (45-60-minute talk). The structure of the Festival is intended to be similar to a professional conference. **Participation is mandatory** and clinical placement obligations or annual leave cannot be used to justify non-attendance. However, PhD (Clinical Psychology) students who have given their final oral presentation are exempt from participation. The 2022 annual Research Festival will be held on **Tuesday 8 November**.

RSP Seminar Series

The Research School of Psychology has a range of seminar series which offer a collegial environment in which to deepen learning related to clinical practice and psychological research. Two streams of seminars are offered within the school.

RSP Seminar Series incorporates the Cecil Gibbs Psychology Colloquium and Judy Slee/HDR Seminars and are scheduled every **Wednesday, 12-1pm, in Peter Baume Room 2.01** during Semester 1 and Semester 2.

Clinical Program Seminar Series is scheduled on the **4th Tuesday of every month from 4-5pm in Peter Baume Room 2.05**.

Students in the Program are *strongly* encouraged to attend each of these seminars. These seminars are interesting and relevant. They also allow you to participate in an important academic community and help to build a professional identity. More detail regarding the scope and content of these seminars is included below. The schedule for these seminars is as follows:

Judy Slee HDR Seminar

This is a forum for HDR students to present their research and related theoretical and/or methodological ideas. Speakers for this seminar are invited to present on a voluntary basis and organised by a fellow HDR student. The seminar offers an excellent opportunity for HDR students to present their research and seek input from fellow students and staff. Therefore, all HDR students are encouraged to participate and attend. The schedule is available on the events page of the RSP website.

Cecil Gibbs Psychology Colloquium

This is a forum for academic staff, students, and guest speakers to present recent research and theory to a school-wide audience. The series aims to promote research engagement and discussion between students and staff in the School with topics covering the breadth of psychological science including cognition, perception, development, research methods, social, personality, clinical and health psychology. Information about scheduled presenters is available on the events page of the RSP website.

Clinical Program Seminar

This seminar provides an opportunity for Clinical Program staff and students to discuss interesting clinical, research, professional development, and/or ethical issues. In each session, a volunteer facilitator offers up a particular issue for discussion. The seminar can range from a more formal presentation (e.g., with prepared slides) to something much more conversational, relaxed and informal. Presenters/facilitators are encouraged to use a format that works best for their goals and the material being discussed. In this context, presenters/facilitators should not feel obligated to prepare something overly didactic. Moreover, presenting at the seminar is not an evaluative exercise, but an opportunity to gain the wisdom of the collective group and lead an interesting discussion. The student coordinators for the Clinical Seminar are Imogen Clark and Kate Western for 2022. More detail regarding the Clinical Seminar can be found in Appendix IV.

Although attendance at these seminars is not mandatory, it is expected. An absence should be due to an unavoidable conflict.

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 complete all of their training requirements to a high standard. In this regard, the satisfactory and timely completion of all assessment procedures is necessary for the successful completion of each degree offered in the Clinical Program. Specifically, 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 a student needs to re-submit the same assignment twice because aspects of the assignment don't meet competency criteria, they will be required to repeat the course. If a student fails a clinical placement, they will be required to commence the placement from the start and demonstrate competency (it may not be the same placement) to pass the placement. 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 year. Students who are deemed by their supervisory panel to have failed to make satisfactory progress in their research will be required to engage in a prescribed program designed to enable them to meet their research milestones. The remedial program will be formulated and written by the research supervisor, discussed with the student, and signed by the supervisor, student, and Clinical Program Director. Failure to engage in the process or meet the goals prescribed in the remedial program will result in a report to the Delegated Authority indicating that the student's progress has been unsatisfactory (Research Award Rules 3.2(1), 3.8). The consequences of unsatisfactory student progress can include:
   a) a recommendation that the student reduces their program to part-time to concentrate on the research component (with subsequent loss of scholarship if applicable);
   b) a recommendation that the student transfers to another program (non-clinical PhD, MPhil or MCP as applicable); or,
   c) a recommendation to the Dean for the termination of the student's candidature.

The Research School of Psychology strongly supports all students in achieving their potential and career aspirations. The School is committed to making reasonable adjustments to teaching and learning, assessment, clinical practice, and other activities to ensure that all students are able to participate to a high standard in the clinical program. It is important to understand that the courses are demanding and that at all times it is expected that students will engage in behaviours that are professional and ethical. As a provisionally registered psychologist, the APS Code of Ethics and PsyBA Codes, Policies, and Guidelines apply when engaging in all activities associated with the clinical program. In addition, many of the activities associated with the professional practice of a provisionally registered psychologist require that certain activities are performed within specified time limits to reduce or avoid risks to client safety and wellbeing. The safety and wellbeing of all students and others is always of paramount importance.

As provisionally registered psychologists, all students must be familiar with the Guidelines for Mandatory Notifications as set out by the Australian Health Practitioner Regulation Agency (AHPRA). It is also a requirement that students understand the APS Code of Ethics and relevant guidelines.

The Program also recognises that training to be a clinical psychologist is demanding and often stressful. Moreover, it requires consistent personal reflection and self-discovery, which are processes that can take an emotional and psychological toll. While most of our students find psychological practice exciting and rewarding, it is also complex, challenging, confronting, and sometimes draining. Collectively, these demands can stretch students' coping resources and they can find themselves in need of additional support. We encourage students to keep supervisors, and the Program Directors, abreast of personal stress and challenges (to a degree that makes you comfortable) so that the Program can best support and assist you in meeting these challenges. In addition, we believe that students often benefit from seeking outside psychological therapy from professionals. As practitioners and consumers of psychological services, we want to do our utmost to destigmatise the engagement of professional support and, instead, cast it as a positive, productive, and healthy response to dealing with stress and/or personal challenges. We will seek to provide tangible support to students in the form of adjusting program requirements, active listening and empathy, and assistance finding an appropriate health practitioner for additional support when needed.

Attendance Requirements

It is compulsory that students attend all coursework and other specified training activities unless extenuating circumstances (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 or Placement Coordinator to provide an adequate explanation and documentation (such as a medical certificate in the event of illness) explaining their absence. A failure to attend without adequate explanation and documented evidence of illness or other impeding factors beyond one's personal control will result in a course failure. Note that even where an adequate explanation and documented evidence are supplied, a student will still fail the course if he/she has not attended a sufficient proportion of the course (i.e., at least 80% of the course). If absences are numerous or prolonged, students will be

directed, at the discretion of the Course Convenor or Placement Coordinator, to inform the Program Director and discuss with them a plan to address the problem(s).

Please note the following policy regarding teaching delivery and attendance in 2022
Courses undertaken within postgraduate professional training programs in the Research School of Psychology (i.e., Master of Professional Psychology, Master of Clinical Psychology, and Doctor of Philosophy [Clinical Psychology]) are taught in-person, which ANU defines as: "A course where the curriculum has been designed with every expectation that *students need to attend one or more face-to-face events on-campus* or in a facility managed by the University during the semester or term in order to achieve the learning outcomes" (see https://policies.anu.edu.au/ppl/document/ANUP_002601). All courses within these programs will be delivered in person in 2022, consistent with the university's policy to return to in-person study from first semester this year (see https://www.anu.edu.au/covid-19-advice/how-were-responding-to-covid-19/2022-information#Teaching%20and%20learning).

The nature of the learning environment within postgraduate professional training programs focuses, in large part, on psychological skill development, which requires in-person demonstration, observation and practice, especially through the use of role playing and simulating clients. This means that in-person delivery is essential in order to gain, meet, and demonstrate professional competencies in these programs. As a result, these programs are unable to accommodate remote participation and are approved for on campus only delivery with the ANU College of Health and Medicine. Students are expected to attend all classes and complete associated activities in order to meet the learning outcomes of courses in these programs. Absences will only be approved in extenuating circumstances (for example, unexpected illness or personal crisis), and students must contact the course convener ahead of time to seek approval. Where absence requests are approved, staff will assign students with tasks or activities to complete in order to demonstrate competency. Students with an approved absence may ask a peer to audio-record a class they are missing (with the permission of attending staff and students), and should delete this recording as soon as the content has been reviewed. Students must attend a minimum of 80% of all classes within a course in order to be eligible to pass the course.

COVID-19 Provisions for In-Person Teaching
In-person teaching, and attendance on-campus, is subject to ANU COVID-19 Safe Guidelines (see: https://www.anu.edu.au/covid-19-advice/how-were-responding-to-covid-19/university-covid-safe-guidelines). Staff and students are responsible for promoting a COVID-safe campus for all. As such, all staff and students are expected to access and comply with these guidelines, including requirements for testing and reporting, maintenance of physical distancing, masks, and hygiene practices.

In recognition of the fluctuating COVID-19 context, if a student has a clear COVID-related reason that will prevent them from attending one-off sessions, requested absences will be managed as outlined above. However, should there be COVID-related reasons that prevent in-person attendance for an extended period (that is, the duration, or part, of the semester across courses), students should contact the course convener and provide supporting documentation for consideration by the relevant program committee. In these circumstances, absences will be

managed in line with usual policies in the program, but the program reserves the right to implement additional or alternative strategies on a case by case basis to best support the learning and competency development of individual students. Specific COVID-related absences are outlined here (see https://www.anu.edu.au/covid-19-advice/how-were-responding-to-covid-19/2022-information#Teaching%20and%20learning) and are as follows:

- COVID-related border restrictions or travel delays,
- being immunocompromised,
- feeling unwell,
- needing to isolate, or
- other extenuating circumstances.

Please note that some classes, for example, those in which students are undertaking simulation where an absence has implications for the learning of other students, may require alternative arrangements which will be advised by the relevant convener.

Annual Leave

Students are entitled to four weeks of annual leave. Given the structure of clinical placements and the need for flexibility in scheduling mandatory workshops and other meetings, **students must take their annual leave between 1st – 29th January**. **Any personal leave outside of these dates must be accompanied by the necessary Program approvals (see below)**. Applications to take annual and/or personal leave must first be approved by the student's research supervisor. Next, the student must seek approval from the Placement Coordinator to ensure there are no conflicts with clinical training. If a student applies for annual leave during a period where coursework is ongoing, they must also seek approval from the course convenor(s). Once the approval of the student's supervisor, Placement Coordinator, and Course Convenors have been obtained, the student needs to seek approval from the Clinical Program Director. The Clinical Program Director will normally seek approval from the Clinical Committee. Adjustments to this leave period will be made sparingly and only to accommodate exceptional circumstance such as professional opportunity (e.g., presenting at a professional conference), personal/family crisis (e.g., death in the family), or a medical condition (e.g., time to recover from an emergency surgery). In addition, the Clinic implements a 'no-client' week in July each year. This is not leave, but a chance to keep abreast of notes and other paperwork during the inter-semester break. The Program's Application for Personal Leave Form is included in Appendix V. It must be fully completed, including appropriate signatures, and submitted to the Student Administrator in order for leave to be approved. **Please ensure leave is approved prior to making any travel arrangements.**

1.10 Professional standards and ethical conduct

Entry into the Clinical Psychology programs as a trainee is also entry into the Psychology profession as a provisionally registered psychologist. These roles carry with them a high level of expectation in regard to professional and ethical standards of conduct. The basic expectation is that you act *at all times* professionally and maintain the highest standards required of a psychologist.

Professional responsibilities

There are particular expectations of and responsibilities for trainee clinicians involving duty of care, properly dealing with the privacy and confidentiality of information, and making decisions in the best interest of those in your care. These issues should be foremost in students' thinking and behaviour in all roles within the program, from the treatment of clients and their families to interacting with research participants, collaborating with clinical and research colleagues, and when working alongside other professionals, program staff, academic colleagues and fellow students.

RSP Academic and Clinical staff will assist students to develop professional competencies in their course work (Ethics and Clinical Practice, all courses) and during professional supervision. It is an obligation for all students to be familiar with various code of practices and guidelines which assist psychologists in their professional and ethical decision making.

In particular, as provisionally registered psychologists with AHPRA , students must be informed by the APS Code of Ethics and Psychology Board APHRA policies and guidelines when engaging in all activities associated with the clinical psychology program. They should also be aware that there are legal obligations for health professionals, including psychologists, such as mandatory notifications of suspected child abuse.

In addition to these clinical expectations, training also mandates that students comply with the requirements of proper research conduct (The Australian Code for the Responsible Conduct of Research) and research ethics (The National Statement on Ethical Conduct in Human Research).

Lastly, there are expectation for ANU students regarding behaviour and attitudes towards fellow students, staff and members of the public with respect, fairness and integrity. The expectations for ANU students are outlined in the ANU Student Code of Conduct and the ANU Discipline Rule (https://www.legislation.gov.au/Details/F2018L00319).

Specific program responsibilities.

RSP expects ANU clinical program students to meet these responsibilities:

- Actively participate and undertake all aspects of the clinical program efficiently, effectively, and to the best of their ability.
- Attend all Program classes, training events, and relevant meetings. Arrive on-time for every event.
- Notify school staff of any existing special circumstances requiring consideration prior to commencing courses / placements / and other activities associated with their degree (i.e., personal commitments, health issues, and personal challenges).
- Actively participate in the learning process and take responsibility for their learning including ensuring they obtain adequate feedback on their performance from all staff / external supervisors.

- Ensure that all work is completed in a timely manner to satisfy assessment requirements of the University and external supervisors.
- Ensure tasks or activities are completed within specified time limits when required to reduce or avoid risks to client safety and wellbeing.
- Be responsible for any accommodation and travel costs. In some cases, this may be subsidised or free.
- Provide contact details (i.e., email and mobile phone number) and be able to be contacted within a reasonable timeframe (i.e., within 48 hours), particularly during placement
- Advise Program staff members if they are involved in any incident whilst completing their degree (particularly when on external placement).
- Be excellent ambassadors for the University and uphold standards of professional behaviour and presentation, including dress.
- Be respectful and polite in communications with all persons they interact with in their capacity as an RSP student.
- Provide client care under professional supervision only; practice in a manner that is safe, respectful of clients, and consistent with their level of competency.
- Act honestly and with integrity.
- Respect the rights, beliefs, and values of others.
- Discuss issues as they arise with supervisors / lecturers / other faculty staff members and act to resolve problems cooperatively.
- Seek assistance if they are not confident with any aspect of their learning / placements.
- Disclose any conflict of interest that may arise in relation to successfully undertaking or completing academic or clinical requirements of the degree program. This may relate, but is not limited to, any financial dealings or interests, participation in organisations, political parties or religious groups, which may influence clinical or academic decisions.
- Adhere to rules, policies, and procedures of the Research School of Psychology, and any external placement organisation that they are involved in for their placements.
- Adhere to any and all:
    - legislative requirements;
    - occupational health and safety requirements;
    - security requirements;
    - confidentiality and privacy requirement.

1.11 Course Structure

Both the MCP and PhD (Clinical Psychology) degrees are available as either full-time or part-time programs. However, given the structure of the program, preference is given to full-time students and part-time enrolment is at the discretion of Clinical Program Director. Students are required to enrol before coursework commences in any given semester. For the most part,

clinical coursework will be conducted during normal working hours (typically Mondays, Tuesdays and Fridays). Please note, however, that additional teaching days are typically required. While coursework is primarily conducted during those weeks officially deemed as part of the semester by the University, classes are routinely scheduled during the mid-semester or inter-semester breaks. While it is understood that, for financial reasons, some students may 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. Please note, however, that most students report spending substantially more time than this each week in meeting Program requirements.

Part-time

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

1.12 Entry Requirements

Entry into each of the clinical psychology degrees is highly competitive and is based on consideration of the student's academic record, 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.

Admission to the Clinical Psychology Program requires:

- the equivalent to an Honours degree in Psychology at the IIA level or higher; OR
- a fourth-year Postgraduate Diploma in Psychology, however, the diploma must:
  (a) be of an Honours standard,
  (b) contain a substantial research methodology component; and
  (c) be accredited with the Australian Psychology Accreditation Council.

Recommendations

- The completion of an undergraduate course(s) in abnormal psychology (or equivalent) is strongly recommended, but not required, for entry into the Clinical Program.
- The completion of undergraduate courses in the areas of psychometrics, personality, and health psychology are also highly recommended.
- Some competence in statistics and research methodology is required, as is typically demonstrated by the successful completion of an Honours research thesis, given the considerable research component in each of the clinical degrees.

A complete application contains the following information:

Item	Details
Application for Master of Clinical Psychology (MCP)	**Application form** (completed online for International applicants via the 'APPLY' button) OR Domestic applicants can apply through the Universities Admission Centre (UAC) for the MCP program
Application for PhD Clinical Psychology	**Application form** (completed online at via the 'APPLY' button)
Transcripts and Testamurs	**Scanned official academic transcripts and testamurs in colour**
Australian Psychological Society assessment	**Please note this can take approximately 2 months – if studied in Australia this is not required.** *The APS is the national assessing authority in Australia for the assessment of academic qualifications in psychology gained overseas. The APS assesses the level at which an applicant's qualifications are comparable to an Australian Psychology Accreditation Council (APAC) sequence of study in psychology. A fee is applicable for this service, which is for people who are seeking to apply for entry into an APAC-accredited course in psychology at an Australian university. For qualifications gained overseas. *However, applicants with an accredited degree from a New Zealand university are exempt from the above requirements.
Personal Statement	All applicants to submit 200-300 word support statement outlining why you wish to undertake a program of study in clinical psychology at the ANU.
Curriculum Vitae (CV)	Please ensure that dates and whether the activities were full time or part time are clearly indicated.
Supplementary Form	
English language proficiency	All applicants whether domestic or international, must provide evidence that their English language ability meets the minimum requirements for admission. The English Language Requirements for Students policy outlines approved methods for meeting the English requirements. Please note that Eligibility for provisional registration as a psychologist with the Psychology Board of Australia is a condition of entry into the Clinical Program. Due to this requirement applicants must therefore provide evidence of meeting the English language proficiency requirements for AHPRA and the Psychology Board of Australia.

Referee forms	**Please contact your referees well in advance to ensure that your application is complete by 30 September.**
	(2 x referees for Master of Clinical Psychology and 3 x referees for PhD Clinical Psychology).
	There are a few ways to complete the referee reports:
	If you are an **international or domestic applicant applying online:**
	   i. when you apply online at ANU and provide the contact information for your referees, they will be sent a request to complete an online reference for you. This system is automated so that it will send reminder emails automatically to your referees until they complete the referee form; **OR**
	   ii. Alternatively you can opt to access the National referee system offered by

	Psychology Reference. The Psychology Reference system allows applicants for Australian post-graduate programs in Psychology to apply for a reference from academic and /or professional referees and for these references to be shared with the nominated institutions.
	
	*Please note that if you provide your referee contact information on the ANU online application form that your referees will be automatically contacted. If you wish to use the national referee system then please do not include your referee contact information on the ANU online application form.
	
	If you are a **domestic applicant applying via UAC**
	  i. You can opt to access the National referee system offered by Psychology Reference. The Psychology Reference system allows applicants for Australian post-graduate programs in Psychology to apply for a reference from academic and /or professional referees and for these references to be shared with the nominated institutions; OR
	  ii. Alternatively, there are also Referee report forms available for applicants to forward to their referees to complete. Once complete the referee reports should be **sent directly by your referees via email to rsp.hdr.sa@anu.edu.au**. ***Please note that referee report forms should be sent directly from your referee and not via an applicant to ANU.**

Research Proposal	(1 Page) PhD applicants are to submit details of their proposed research study and secure a potential supervisor before submitting their applications. MCP applicants do not need to submit details of their proposed research; only successful applicants will need to secure a potential supervisor.

Application Process

CLINICAL PSYCHOLOGY PROGRAM APPLICATION FOUR STAGE PROCESS	
STAGE 1	applications are submitted (**complete by 30 September**);
STAGE 2	complete and eligible applications are considered at the Clinical Committee Meeting (November);
STAGE 3	successful potential applicants will be invited to attend a selection day (late November/early December);
STAGE 4	successful applicants will be offered a place in the program (early-late December)

Thus, offers of admission to the Clinical Program will be made on the basis of a composite judgement of academic performance, clinical/research experience, and personal suitability for clinical practice, as determined by 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. The requirements and procedures for provisional registration can be accessed at the Psychology Board of Australia's website.

1.13 Fees

Fees (Australian/New Zealand Citizens and Permanent Residents)

Domestic students enrolled in the MCP degree 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. Domestic students who are required to pay DTF, and meet the citizenship and residency requirements, may defer the payment of part or all of their tuition fees using FEE-HELP. Under this scheme, the Australian Government pays tuition fees on your behalf and you repay the tuition through a taxation system or voluntary repayments.

To be eligible for FEE-HELP students must be:

- an Australian citizen or permanent humanitarian visa holder (resident in Australia for the duration of your enrolment), or
- a permanent visa holder who is undertaking bridging study for overseas-trained professionals, and will be resident in Australia for the duration of enrolment, or
- a New Zealand Special Category Visa (SVH) holder who first entered Australia as a dependent child aged under 18 years of age and has been ordinarily a resident in Australia for the previous 10 years (that is, you have been physically present in Australia for at least eight out of the past 10 years) and 18 months out of the last two years at the time of application for the loan.

Students should refer to https://programsandcourses.anu.edu.au/program/7601XMCPSY for information on the fees for each course of the MCP 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/helppayingmyfees/fee-help/pages/fee-help-).

Students enrolled in the MCP degree may be able to apply for student income support, with the eligibility of payments dependent upon the student meeting certain personal eligibility requirements. For further information please visit https://www.humanservices.gov.au/customer/services/centrelink/austudy.

Domestic students in the PhD (Clinical Psychology) degree are offered on a Commonwealth-funded basis (i.e., fee exemption).

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.
Students should refer to https://programsandcourses.anu.edu.au/program/7601XMCPSY for information on the fees for each course of the MCP degree.

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 individual responsibility of each enrolled student.

1.14 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

1.15 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 proposal which outlines a program commensurate with the requirements of the degree to which the transfer is sought. A copy of the 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.
4. Submit the proposal to the Clinical Program Director, who will then take it to the Clinical Committee for input and consideration. If the transfer is approved by the Clinical Committee, complete the relevant application paperwork by consulting with the HDR Student Administrator.

1.16 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:

- **Clinical Program Convenor (Dr Linda Nicholson)**
The role of the Clinical Program Convenor is to provide leadership and oversight to the curricular, training, research and administrative aspects of the Clinical Program. In addition, they are responsible for strategic planning and for liaising with Research School of Psychology administration and staff in order to monitor outcomes, refine operations, build capacity, and plan for the future of the Program.

- **ANU Psychology Clinic Manager and Placement Coordinator (Dr Helen Maxted)**
The role of the Clinic Manager and Placement Coordinator is to manage the ANU Psychology Clinic, clinical training associated with the Clinic, and to coordinate the clinical supervision and placements of students in the Clinical Program.

• HDR and Postgraduate Student Administration Coordinators (Ms Robin Dearlove & Ms Lauren Llewellyn)

The role of the HDR Student Administration Coordinator is to provide assistance and advice to postgraduate students in relation to the coursework and research lifecycle (admission, enrolment, fees, scholarships, prizes, program management, thesis submission and graduation).

The Clinical Committee

is the major source of review and decision-making for the Clinical Program. The primary role of this committee is to provide input to the Director of the School on the management and direction of all aspects of the Clinical Program. This committee consists of:

- Clinical Program Director
- Clinic Manager
- Placement Coordinator
- All permanent Clinical Program academic staff
- All staff from the ANU Psychology Clinic and eTherapy Clinic (a sub-committee of the Clinical Committee): The committee's role and responsibilities are to support clinical training, clinic operation and student performance and wellbeing while students are completing placements in the clinics. The committee provides updates to the Clinical Committee about these matters and implements directives from the Clinical committee as required (refer to Appendix I)
- Student representatives from each year (1-4) of the Clinical Program
- Relevant *ex officio* members as appointed by the Clinical Committee

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 ANU Psychology Clinic Manager/
- The ANU Psychology Clinical Placement Coordinator
- The Director 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

1.17 Clinical Program Staff

Clinical Program Academic /Teaching Staff

Dr Junwen Chen, BA, MA, PhD (Human Sciences) (Waseda, Japan)	
Major Teaching Responsibilities:	Transdiagnostic processes (psychopathology), Psychology 1B
Major Clinical Areas:	Social Anxiety Disorder, Excessive worry (as a transdiagnostic process), cognitive behavioural interventions and preventions for the two conditions (i.e., social anxiety and excessive worry) in adults and children, underlying mechanisms of the two conditions, cross-cultural comparison studies
Contact Details:	Phone: (02) 6125 2038 Email: Junwen.chen@anu.edu.au

Professor Bruce Christensen BA (UBC), PhD (Vanderbilt)

Major Teaching Responsibilities:	Psychological assessment; psychotic disorders; bipolar disorders
Major Research Areas:	Clinical neuropsychology, cognitive neuroscience, psychopathology (schizophrenia, depression, anxiety), psychometrics, perception
Contact Details:	Phone: 02 6125 3974 Email: bruce.christensen@anu.edu.au

Dr Tegan Cruwys, PhB (Science) (Hons), PhD (Clinical Psychology) (ANU), MAPS FCCLP FCHP

Major Teaching Responsibilities:	Health, Clinical and Counselling Psychology; Social and Community Psychology; Mental Health
Major Clinical Areas:	Social relationships and their effect on physical and mental health; the interface between social and clinical psychology; social determinants of health; social influence; social identity; depression; eating; health risk behaviours; vulnerable populations
Contact Details:	Phone: (02) 6125 5023 Email: Tegan.Cruwys@anu.edu.au

Dr Amy Dawel, BA (Hons), PhD (Clin Psych) (ANU)

Major Teaching Responsibilities:	Personality theory; substance use disorders
Major Clinical Areas:	Facial expressions, including perceptions of genuine emotion; eye-gaze; EEG; individuals differences in empathy and psychopathic traits
Contact Details:	Phone: (02) 6125 4106 Email: Amy.Dawel@anu.edu.au

Dr Lainie Hart, BA/BSc (Hons) (ANU), MScMed (Sydney), MClinNeuro (Macquarie), PhD (Macquarie)

Major Teaching Responsibilities:	Neuropsychology for Clinical Psychologists; clinical supervision; assessment.
Major Clinical Areas:	Clinical neuropsychology; serious mental illness; neurological disorders; adults and older adults
Contact Details:	Phone: (02) 6125 2038 Email: Lainie.Hart@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), MClinPsych, 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 also involved in teaching in the Clinical Program.

ANU Psychology Clinic Staff

Dr Miranda Boal BPsy (Hons), DClinPsych, MClinPsych	
Major Teaching Responsibilities:	Clinical child supervision, clinical skills workshops, child psychopathology.
Major Clinical Areas:	Child and adolescent psychotherapy, play therapy, attachment based interventions, eating disorders, trauma and anxiety.
Contact Details:	Phone: 02 6125 9721 Email: Miranda.Boal@anu.edu.au

Dr Lainie Hart, BA/BSc (Hons) (ANU), MScMed (Sydney), MClinNeuro (Macquarie), PhD (Macquarie)	
Major Teaching Responsibilities:	Neuropsychology for Clinical Psychologists; clinical supervision; assessment; clinical skills workshops
Major Clinical Areas:	Clinical neuropsychology; serious mental illness; neurological disorders; adults and older adults
Contact Details:	Phone: 02 6125 2038 Email: Lainie.Hart@anu.edu.au

Dr Linda Nicholson, BPsych (Hons), MClinPsych, PhD (Wollongong)	
Major Teaching Responsibilities:	Clinical supervision; supervisor training; clinical skills 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 2814 Email: Linda.Nicholson@anu.edu.au

Dr Ian Donald, BPsyc, MClinPsyc, PhD (Psychology)	
Major Teaching Responsibilities:	Clinical supervision, clinical skills workshops
Major Clinical Areas:	Ian has worked as a clinical psychologist for the last 10 years primarily with young people in both public mental health and private practice settings. His research interests include the process, principles, and mechanisms underlying therapeutic change.
Contact Details:	Phone: 02 6125 2525 Email: Ian.Donald@anu.edu.au

Ms Julia Reynolds, BA (Hons), MPsych(Clin) (Western Australia)	
Major Teaching Responsibilities:	E-therapies; clinical supervision
Major Clinical Areas:	E-therapies; complex trauma; multi-morbidity
Contact Details:	Phone: 02 6125 8405 Email: Julia.Reynolds@anu.edu.au

Dr Helen Maxted BSc (Hons), PGCE, DClinPsy	
Major Teaching Responsibilities:	Clinical supervision
Major Clinical Areas:	Child and adolescent mental health, child trauma and out of home care, assessment of neurodevelopmental disorders.
Contact Details:	Phone: 02 6125 0412 Email: helen.maxted@anu.edu.au

Erin Slater, BA, B Sc. (Psych)(Hons), MClinPsych (ANU).	
Major Teaching Responsibilities:	Clinical Supervision; Clinical Skills workshops
Major Clinical Areas:	Depression; Anxiety; Trauma; Attachment; General well-being. Experienced with children, adolescents, and adults
Contact Details:	Phone: 02 6125 2525 Email: Erin.Slater@anu.edu.au

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

1.18 Research School of Psychology Staff

Director of School
Bruce Christensen BA (UBC), PhD (Vanderbilt)

Professors
Elinor McKone, BSc GrapDipSci PhD (ANU)
Michael Platow, BA (UCLA), MHigherEd (ANU), PhD (UCSB)
Katherine Reynolds, BA (Qld), GradDipPsych Qld, PhD (ANU)

Associate Professors

Anne Aimola Davies BA (Hons) (York), PhD (Auckland), PGDipClinPsych (Auckland)

Boris Bizumic, MA, PhD (Auckland)

Mark Edwards, BE (Hons) (Qld), BSc (Hons) (ANU), PhD (Melbourne)

Stephanie Goodhew, BPsychSc (Hons), PhD (Qld)

Evan Kidd, BSc (Hons), PhD (La Trobe)

Elizabeth Rieger, BA (Hons), MClinPsych, PhD, (Sydney)

Senior Lecturers

Junwen Chen BA, MA, PhD (Waseda, Japan)

Tegan Cruwys PhB (Science) (Hons), PhD (Clinical Psychology) (ANU), MAPS FCCLP FCHP

Amy Dawel, PhD (Clinical) (ANU)

Kristen Murray, BSc (ANU), PhD (Clinical) (ANU)

Eryn Newman, BSc (Hons), PhD (Victoria University of Wellington)

Dirk van Rooy, BA, MSc, PhD (Free University of Brussels)

Dave Pasalich, BA (Hons) (Sydney), MClinPsych, PhD (UNSW)

Lecturers

Conal Monaghan, BSc (ANU), PhD (Clinical) (ANU)

Bradley Jack, BPsych (Hons), PhD (Southern Cross)

Yiyun Shou, BPsycSc, BSc (Hons)(Adelaide), PhD (ANU)

Postdoctoral Fellows

Dr Diana Cardenas PhD, University of Montreal

Dr Oliva Evans PhD (Social Psychology) University of Newcastle

Dr Emily Macleod, BA (Hons), PhD, PGDipClinPsyc (Otago)

Dr Nima Orazani, BA Developmental Psychology, Shahid Beheshti University, MS General Psychology, Guilan University, MS Social Psychology, University of Massachusetts Amherst, PhD (Psychology) University of Massachusetts Amherst and Carleton University

Dr Rachel Robbins BSc (Hons) ANU, PhD ANU

Dr Mark Stevens BA (University of Winchester), MSc (University of Winchester) PhD (Bournemouth University)

Research Fellows

Dr Lisa-Marie Greenwood BPsyc (University of Wollongong), PhD (University of Wollongong)

Dr Zoe Leviston PhD (Psychology) Curtin University

Dr Samantha Stanley PhD Victoria University of Wellington NZ, BSc (Hons), BA

Clinic Staff

Miranda Boal, BPsy (Hons), DClinPsych, MClinPsych

Ian Donald, BPsyc, MClinPsyc, PhD (Psychology)

Lainie Hart, BA/BSc (Hons) (ANU), MScMed (Sydney), MClinNeuro (Macquarie), PhD (Macquarie)

Helen Maxted, BSc (Hons), PGCE, DClinPsych

Erin Slater, BA, BSc (Psych) (Hons) (ANU), MClinPsych (ANU)

Linda Nicholson, BPsych (Hons), MClinPsych, PhD (Wollongong)

Julia Reynolds, (BA Hons), MPsych(Clin) (Western Australia)

Administration and Technical Staff

Karina Bird	School Manager
Matthew Boyd	Business Operations and Project Officer
Robin Dearlove	HDR and Postgraduate Senior Student Administration Officer
Lauren Llewellyn	HDR and Postgraduate Student Administration Officer
Alyssa Best / Sharon Black	Clinic Administrative Assistant (3 days per week)
Michelle Millynn	Administration Officer
Dr Jamie Wei	Specialist Research Support Officer

1.19 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 Helen Maxted

The ANU Psychology Clinic is a research, training, and treatment centre offering specialised psychological services to the university and ACT 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. Psychological therapy is provided to clients either individually or within groups, is time-limited, and based upon evidence-based practices. All Clinical Program students will be required to undertake their first clinical placement in the Psychology Clinic.

Psychological Test Library

Test Library Coordinator: Dr Linda Nicholson

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 Research School of Psychology Administration Team.

As part of the Psychological Test Library, the Program has a collection of books and audio-visual 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.

Administration and IT

Manager: Karina Bird

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 PhD (Clinical Psychology) degree 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 MCP 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.

Research Funds

MCP and PhD students are required to submit an annual budget for planned research-related expenditures 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, while MCP students are entitled to a maximum $1000 over the course of their candidature. Please note that these amounts are contingent on administrative financial approval based on the annual school budget.

Postgraduate students are required to submit a budget request for funding for research related expenditure. The submission outlining intended purchases is assessed, and then approved or rejected by the School.

Students will need to submit a request for funds via the above form, which must have Supervisor approval.

Travel Funds

For all queries relating to your travel please contact the School administrative staff via email enquiries.psychology@anu.edu.au or in person at the Psychology Administration Office.

Approval to travel

All staff and students who are undertaking study or work related travel outside of the ANU / ACT / Queanbeyan region are required to complete an online Approval to Travel form BEFORE the commencement of travel. Types of travel include all travel for research, collaborative research visits, conferences, workshops, and fieldwork, both domestically and internationally. Once completed and approved you will also be covered by the ANU's Travel Insurance policy.
Before travelling on behalf of the University, you must:
- Have approval from the Director of the School
- Have ensured that the funds are available, if charged to a university account. If unsure, see the Psychology Administration Office to check the balance of your account.
- Have ensured that the activities and travel costs are covered by the grant contract, if charged to a grant fund.

Log into the online travel system using your university ID number and password. If you require assistance please call the helpdesk on ext 54321-1-6.
Once submitted, a notification will be forwarded through the email system requesting delegate on-line approval.

After travel completion

After the travel has been completed, please log back into the travel form and complete the "After Travel Completion" section. If the travel was of five days and more duration, a travel diary will need to be completed as well. This feature has been built into the "After Travel Completion" process.

If there is a reimbursement required please fill out the [Reimbursement Claim form](#) which can be obtained from the Psychology Administration Office, and attach original receipts sticky taped down onto a sheet of paper. The Psychology Administration Office will organise delegate approvals, scan the document, and forward to invoice.workflow@anu.edu.au for processing.

RSP student travel grants for conference attendance

All RSP students who have their papers approved by the relevant conference organisers are eligible to receive funding to support their attendance. Amounts of up to $1500 for an international conference or up to $750 for a domestic conference are available. Funding is available for only one conference per year. Students in their first year of enrolment are not eligible to receive this funding unless they are in a position to present a paper, and all milestone reporting requirements have been met.

An [Approval to Travel form](#) needs to be filled out with the proof of acceptance of paper attached, and submitted to the Admin Office for delegate approval and processing.

Travel arrangements

Flight bookings where the School is paying the total cost of the fare must be made through TravelEdge with the details of required flights being provided to the Psychology Administration Office.

TravelEdge (ANU Preferred Provider) offers highly competitive fares. Changes to bookings can normally be made free of charge and in the case of any emergency situation, the ANU has ready access to information about the location of staff.

PLEASE NOTE: Anyone wishing to use another travel provider is required to obtain a quote from TravelEdge to determine the competitiveness of the alternate provider.

Booking of accommodation and conference registration

Accommodation and conference registration payments can be made by Psychology Administration Staff (where practical); otherwise the traveller should make payments and obtain tax invoices / receipts for reimbursement.

Advances

Advances must be requested at least 15 working days before travel is undertaken and will only be approved for a limited range of circumstances. Advances must be acquitted with full receipts within 15 days of the return of traveller.

Reimbursements

Reimbursements for costs associated with travel can be made before the start of the travel. Reimbursements of additional expenses can also be made when the traveller returns to work. All reimbursements are processed by the School, through the Accounts Payable system, and are paid into the traveller's nominated bank account.

Reimbursements will not be made if the initial approval to travel form is not completed and submitted as detailed above.

Sources of travel funding

Staff travel can be funded from professional and research funds allocated by the School, and from any research grants held by an individual academic. Academic staff should ensure that a budget line for travel must exist within an ARC grant.

The availability of travel funds for research students is assessed on an annual basis. Student travel is to be requested each year and is then assessed and approved by the Director of the School and the HDR Convenor. The Psychology Administration Office will then notify you of your approved travel funds.

Travel payments can also be organised through the Psychology Administration Office, but only upon approval of funds and completion of approval to travel form. Reimbursement can also be sought before or after travel upon producing related receipts.

VC HDR travel grants

Students can also apply for the Vice-Chancellor's HDR Travel Grant scheme via the application form (http://www.anu.edu.au/files/financial-support-option/VC Travel Grant HDR Application Form_5.pdf). Any application for this scheme must be submitted through the School's Administration Officer (enquiries.psychology@anu.edu.au) who will organise approval by the Director of the School. The form will then be forwarded to the Colleges of Science for delegate signature and processing.

Decisions on the VC travel grants scheme can take up to six weeks as the committee that considers the applications only meets once per month. Students may submit multiple applications within the calendar year, but funds will only be approved once during a given year.

ANU ECR travel grant scheme

Early Career Researchers are also eligible to apply for the ANU ECR Travel Grant Scheme (https://services.anu.edu.au/research-support/funding-administration/anu-ecr-travel-grant) to attend and present research at international conferences.

Insurance

Failure to submit the online Approval to Travel form means that the traveller does not have the approval of the Director of the School (Delegated Authority) to travel. If involved in an accident, the traveller may not be covered by the ANU's insurance provider.

Staff and students should familiarise themselves with the ANU Travel Policy . It is recommended that you print off the policy document and keep it with your passport whilst travelling, in the event that you need assistance.

All unspent research funds must be returned to the Psychology Administration Office by 13th December each year. Enquiries in regards to using students' research funds should be directed

to the Administrator in the Research School of Psychology.

Peer Mentorship Program

To assist first year students to make a successful transition to the Clinical Program, we offer a peer-mentorship program. This program pairs incoming students with senior classmates who have volunteered to be individual mentors. First year students are encouraged to meet with their peer mentor regularly and as needed to ask questions, gain insight into the program, and seek support. The timing of meetings is at the discretion of students and their mentors, but may be more helpful on a regular and more frequent (e.g., fortnightly) basis during the earlier stages of a student's transition as opposed to the later stages of the first year. Mentors will have a regular meeting with a staff member of the Clinical Program as a resource for developing their mentoring skills and monitoring the program overall. Incoming students will be assigned a mentor by staff, in consultation with the group of volunteer mentors. By the time first year students have started the program, they will have been introduced to their mentor via email. The document *Clinical Peer Mentor Program – Guidelines for Participants* at Appendix VIII, provides further information.

Professional Psychological Support

As noted above, the demands of the Clinical Psychology Program can cause extra stress. These stresses, coupled with the demands of everyday life, may cause students to experience difficulty coping. In these situations we would strongly endorse seeking professional psychological support. Previous students and staff have reported that this approach was helpful. If students need assistance in finding these resources, please contact the Clinical Program Director or other clinical staff.

Feedback and Complaints Procedures

The Clinical Program welcomes feedback from students. In this regard, we are happy to hear about aspects of the program that are working well and about things that could be improved. One vehicle for communicating feedback is via formal and anonymous course and supervisor evaluations. Therefore, it is very important that you complete these evaluations and engage with the evaluation process in a considered manner. In addition, however, the Program Convenor and Clinic Manager are always open to meeting with students as needed, to discuss personal and/or program issues. Please just email them to make an appointment. Another important vehicle for feedback is via student representatives. These representatives are elected/appointed by each year's class (up to the fourth year) and attend all Clinical Committee Meetings and ancillary planning events. Finally, although it is natural and tempting to discuss complaints or criticisms among peers, this type of communication rarely allows valuable feedback to influence positive change. Moreover, it contravenes students' development as clinical and academic professionals. Therefore, as part of their emerging professional competencies, 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 to program administration and/or student representatives.

Should students experience circumstances (personal, interpersonal, or programmatic) that are negative, distressing, and/or concerning, they are encouraged to share these with the Program Convenor. In addition, the ANU has established procedures for dealing with complaints of unfair treatment or adverse interpersonal interactions. These procedures are outlined at: https://policies.anu.edu.au/ppl/document/ANUP_000468. Students are encouraged to familiarise themselves with these procedures early in their candidature.

In the first instance, 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 Convenor) 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 School Director.

2. COURSE STRUCTURE

Regarding clinical coursework, the first two years of the two clinical degrees are identical. The PhD (Clinical Psychology) students will continue with their placements in their third year as well as 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 details of the Clinical Program's course structure is as follows:

Stage	Course Name	Associated Sub-Courses
Year 1		
Semester 1	Clinical Coursework I	Psychopathology & Intervention I (Depressive Disorders; Anxiety Disorders, Unified Protocol) Clinical Psychological Assessment Clinical Skills Workshop Child Psychopathology & Intervention Ethics and Clinical Practice
Semester 1	Clinical Field Placement I	Clinical Placement I Professional Practice I
Semester 2	Clinical Coursework II	Psychopathology and Intervention II (Substance Use Disorders; Personality Theory and Disorders) Research Methods
Semester 2	Clinical Field Placement II	Clinical Placement II Professional Practice II
Year 2		
Semester 1	Clinical Coursework III	Psychopathology & Intervention III (Eating Disorders; Psychotic and Bipolar Disorders) Specialised Interventions (Interpersonal Psychotherapy; Motivational Interviewing)
Semester 1	Clinical Field Placement III	Clinical Placement III Professional Practice III
Semester 2	Clinical Coursework IV	Health Psychology Neuropsychology for Clinical Psychologists
Semester 2	Clinical Field Placement IV	Clinical Placement IV Professional Practice IV

3. MASTER OF CLINICAL PSYCHOLOGY (7601)

The MCP degree is a two-year (full-time) or four-year (part-time) program consisting of coursework, clinical placements and a research thesis. Students completing this degree are required to enrol in and satisfactorily complete the following courses:

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

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 early to mid-late April March 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 other metropolitan areas. The allocation of placements is to be negotiated with the Placement Coordinator. For more information about clinical placements please consult the *Clinical Placements Handbook.*

3.2   Research Requirements

Part of the requirements of the MCP degree is the completion of an appropriate empirical research project supervised by a member of staff of the Research School of Psychology (or affiliated Schools, Departments or institutes). The milestones to be completed as part of the research component of the Master's degree are specified in Appendix II. 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 written thesis for this project by 31 January of the year following their second year. The written thesis will be formatted as a journal article manuscript of at least 5000 words in length. The intention is that the final product should be in the form that would be submission-ready for an appropriate target journal. In this context, guidelines with regards to pagination, spacing, fonts, placement of tables and figures, and referencing should be guided by the target journal and strictly adhered to. Most frequently, the requested formatting will be as per guidelines from the American Psychological Association (APA). The Research School of

Psychology keeps several copies of the current APA publication guidelines manual that can be borrowed on a short-term basis, although students are encouraged to purchase their own copy. Students must also include a copy of the submission guidelines (e.g., Instruction for Authors) from the targeted journal in an Appendix of the written thesis. This will allow examiners to assess the length and formatting of the manuscript accordingly. The research component of the MCP degree is linked to the completion of four units (PSYC8301, PSYC8302, PSYC8303 and PSYC8304).

Format

Research projects must have an empirical element and can take the form of one or more of the following:
- a program evaluation study
- a study based on an experimental single-case-study
- a critical review and meta-analysis
- a critical review and secondary data analysis
- a traditional empirical research project.

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, an additional academic staff member from the Clinical Program should be sought out as an associate supervisor.

Clinical Content

The research project that is to be undertaken by the student must 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.

Thesis Submission and Examination Procedures

For information regarding submission and examination procedures for MCP theses, please see Appendix III.

4. DOCTOR OF PHILOSOPHY (CLINICAL PSYCHOLOGY) (9064)

The PhD (Clinical Psychology) degree is a four-year (full-time) or eight-year (part-time) program consisting of coursework, clinical placements and a research thesis. Students completing this degree are required to enrol in a PhD and also enrol and satisfactorily complete the following courses:

Stage	Credit Point Value	Course Code	Course Name
Year 1			
Semester 1	10	PSYC9411	PhD Clinical Coursework I
Semester 1	6	PSYC9421	PhD Clinical Field Placement I
Semester 1	8	PSYC9431	PhD Clinical Research I
Semester 2	10	PSYC9412	PhD Clinical Coursework II
Semester 2	6	PSYC9422	PhD Clinical Field Placement II
Semester 2	8	PSYC9432	PhD Clinical Research II
Year 2			
Semester 1	10	PSYC9413	PhD Clinical Coursework III
Semester 1	6	PSYC9423	PhD Clinical Field Placement III
Semester 1	8	PSYC9433	PhD Clinical Research III
Semester 2	10	PSYC9414	PhD Clinical Coursework IV
Semester 2	6	PSYC9424	PhD Clinical Field Placement IV
Semester 2	8	PSYC9434	PhD Clinical Research IV

4.1 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 early to mid-late April of the second year, with external placements being completed during the third year. All other aspects of clinical training and clinical placements are identical to those outlined for MCP students in section 3.1 (see above).

4.2 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 milestones to be completed as part of the research component of the PhD (Clinical Psychology) degree are specified in Appendix II. 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. The thesis should be equivalent in size (40,000 - 100,000 words) and scope to a research-only PhD thesis. The research component of the PhD (Clinical Psychology) degree is represented by the enrolment in PSYC9002.

Format

Students are expected to follow the ANU requirements for PhD thesis as described in the Research Awards Rule 2018, Part 6 – Assessment, Division 6.2 – Thesis

Supervision

All PhD students must have a supervisory panel 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 associate supervisor is so that they can advise on the issue of clinical content.

Thesis Submission and Examination Procedures

For information regarding submission and examination procedures for PhD (Clinical Psychology) theses, please see submitting a thesis

Thesis submission for PhD (Clinical Psychology)

The Higher Degree by Research Submission and Examination of Theses (https://policies.anu.edu.au/ppl/document/ANUP_012815) provides comprehensive information on many aspects of the thesis submission and examination process, including:

- the process which a student must follow to submit their thesis
- the format the thesis must be submitted in
- requirements for the different types of theses accepted under the Research Awards Rule 2018.

Thesis examination for the PhD (Clinical Psychology)

The thesis examination itself is undertaken by at least three nominated expert reviewers with international standing in the relevant academic field(s). Students may be invited to suggest or comment on the suitability of possible examiners, but must not participate in the final decision about the examiners.

Examiners are required to recommend one of the following outcomes:

- that the student be granted the award
- that the student be granted the award subject to corrections or revisions required by the examiners in the thesis to be made to the satisfaction of the Delegated Authority in the copy intended for deposit with the University Library
- that the student be permitted to submit a revised thesis for re-examination
- that the student be failed.

The Examinations Office notifies the Delegated Authority at RSP when all examiners' reports have been submitted or otherwise accounted for (via the RSP HDR Student administrator). After consideration of the examiners' reports, the RSP Delegated Authority recommends to the relevant Associate Dean:

a. That the student be granted the award, or

b. That the student be granted the award subject to making any corrections or revisions in the thesis, or
c. That the student be re-examined by resubmission of thesis or re-examination of coursework or both, or
d. That the student be failed.

The Associate Dean approves the recommendation, or an alternative outcome.

After the Associate Dean approves the recommendation the student is notified of the outcome and any required corrections by the Examinations Office.

If corrections or revisions are required the student is required to provide an electronic copy of the thesis with the corrections included as well as a document responding to the examiners recommendations. The corrections documentation is required to be approved by the Supervisor and the RSP Delegated Authority prior to seeking approval from the Associate Dean.

The approval of award outcome is communicated by the Examinations Office to the student, noting the thesis deposit date required for the student to be included in the upcoming graduation ceremony.

Thesis deposit and open access

On approval of the thesis the student submits an electronic copy of the thesis to the ANU Digital Thesis Collections (https://openresearch.anu.edu.au/contribute/contribute-your-digital-thesis-0).
The thesis will be openly available in accordance with University policy on open access unless the University Library has been requested to restrict the availability of the thesis in line with any approvals under the *Use of Confidential Information in Higher Degree by Research* Procedures.
For deposit of the digital version of the thesis the student provides the thesis in a single file, or alternatively:
a. Any files in the original file format used to create the final version of the thesis (including still images, video, sound etc.)
b. Separate files for any confidential material or, if the confidential material is throughout the whole thesis, a separate file for the whole thesis
c. A pdf of all text portions of the printed thesis (excluding any confidential material)
d. A list of all files - and software they were created with - that are contained in the package.

5.   SUB-COURSES - BRIEF DESCRIPTIONS

In addition to the courses described below, several mandatory workshops will also be scheduled; these include 'Psychopharmacology for Psychologists' (which is formally a component in the "Neuropsychology for Clinical Psychologists" course), 'Working with Indigenous Clients', and 'Working in Multidisciplinary Teams'. Detailed information about each of the sub-courses listed below can be found in the course outlines distributed by course convenors and on the Clinical Psychology Program Wattle site. The following are brief descriptions of each of the coursework sub-courses.

Sub-Courses associated with Clinical Coursework I

Psychopathology & Intervention I

Convenor: Andrew Staniforth
3 hrs/week

This course provides an introduction to clinical psychology, covering the major theoretical models for understanding the emotional disorders (anxiety and depressive disorders, and trauma- and stressor-related disorders) and the clinical interventions that are effective in treating these disorders. The course presents contemporary cognitive, behavioural, and emotional models of these disorders and the methods for their assessment and treatment. The course focuses primarily on an evidence-based integrative CBT approach to psychological assessment and intervention. In this course, students will engage in on-going reflective practice and will learn specific clinical skills and techniques including: (1) exposure therapy, (2) behavioural techniques, (3) cognitive therapy techniques, (4) emotion awareness training and (5) mindfulness-based skills.

Clinical Psychological Assessment

Convenor: Lainie Hart
3 hrs/week

The major aims of this course are to provide students with the basic knowledge and framework to conduct psychological assessment, including clinical interviews and 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 diagnosis, intellectual functioning, and personality/psychopathology. Practical components are included such that students will be involved in planning, conducting, and reporting results of both intellectual and personality/psychopathological assessments. Assessable components include in-class practical exercises, essays, video-taped test administration, psychological reports, and overall class participation.

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

Clinical Skills Workshop

Convenor: Dr Linda Nicholson
Other Teaching Staff: Ian Donald, Lainie Hart, Miranda Boal and Andrew Staniforth
10 x 6 hr workshops & 1 hour Viva at the end of the course.

This is the applied-arm of the Clinical Psychological Assessment, Psychopathology & Intervention I and Child Psychopathology and Intervention 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, and self-awareness and self-care. Attention will then be given to acquiring initial competence in Unified Protocol Cognitive Behaviour Therapy including 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 Unified Protocol and Cognitive and Behavioural Treatment techniques.

Child Psychopathology & Intervention

Convenor: Dr Dave Pasalich
Other Teaching Staff: Dr Miranda Boal
3 hrs/week plus a 6-hour practical workshop

This course will introduce students to fundamentals in clinical theory, assessment, and intervention for common child and adolescent psychological disorders. These include: disruptive behaviour disorders and ADHD, depression, anxiety disorders, autism spectrum disorders, learning disorders, and other childhood disorders (e.g., enuresis). A developmental psychopathology framework will be used to examine etiology of disorders, and how to conduct family-based assessments and tailor intervention for children, youth, and their families. Course assessment exercises will be largely practical, involving designing and delivering a case feedback session and developing a case formulation. Major clinical skills in conducting child and family therapy (e.g., CBT for children, rapport building strategies, child risk assessment) will be taught during a skills-based workshop.

Ethics and Clinical Practice

Convenor: Dr Mike Barry

4 x 3.5-hour workshops (2 x half day workshops and 1 x full day workshop)

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), legal report writing, boundaries, child protection and mandatory reporting, and working with other professionals. Particular focus will be given to students demonstrating the skills and knowledge required to manage ethical dilemmas prior to commencing clinical placements.

Sub-Courses Associated with Clinical Field Placement I

Clinical Placement I

ANU Clinic Placement

In this unit students begin undertaking clinical work. This falls within the first 6 months approximately, of the year long clinical placement that is conducted in the clinic. Under the supervision of clinical staff students expected to undertake a range of professional, clinical and administrative duties including cognitive assessment, group therapy, clinical assessment, case formulation, treatment planning and individual therapy with child / family and adult clients as well as attend individual and group/peer supervision and professional development meetings. Placement is three days per week until the student has accumulated approximately 100 hours of client contact.

Sub-Courses Associated with Clinical Coursework II

Psychopathology & Intervention II

Convenor: Dr Amy Dawel
Other Teaching Staff: Lisa Oxman, Ms Julia Reynolds
2-3 hrs/week, plus a 1-day workshop

This course will provide an overview of current theoretical, clinical and empirical work on (1) personality disorders and (2) substance use disorders. The course emphasises theoretical approaches that support clinical case conceptualisation within the DSM-5 framework. The course also covers clinical assessment in detail, and reviews key evidence and skills relevant to treatment of these disorders (e.g., DBT for borderline personality disorder; CBT for substance use disorders). The course will also introduce students to e-therapy through a series of online modules, plus lecture content. Assessment will be via an exam, a practical exercise and a clinical toolkit, to ensure strong knowledge of the course content.

Clinical Research Methods

Convenor: Amy Dawel
Other Teaching Staff: Conal Monaghan and Lou Farrer
2-3 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 are viewed as an essential part of professional training in clinical psychology.

This course focuses on key ways that clinical psychologists 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 and communicating new evidence from the clinical setting.

The focus of this course will be on research and statistical issues relevant to working as clinical psychologists. The 2022 syllabus will include the following content: knowledge and skills for using the research evidence to answer uncertainties arising from clinical practice (evidenced-based practice); knowledge and skills in the communication and dissemination of research findings to various audiences; knowledge and skills in the development of scales and measures relevant to clinical questions.

The course will cover clinical experimental designs (randomised controlled trails); utilising existing data including systematic reviews and meta-analysis; research strategies in applied settings (e.g., single-case design); research ethics with clinical participants; science communication (developing dissemination skills via practice and feedback), and advanced psychological measurement for scale development (item response theory; factor analysis).

The proposed assessment package will consist of an evidence-based practice task that will require the student to develop a clinical question arising from their treatment of a client and describe the process and results of their search and analysis of the evidence base addressing this question. In addition, students will write-up the proposed design and methods for their research for their PhD or Masters ((3000 words) and present their proposal on the annual clinical research forum in November.

Sub-Courses Associated with Clinical Field Placement II

Clinical Placement II

ANU Clinic Placement
Students will continue their clinical work as outlined in Clinical Placement I and will accumulate approximately 80 hours of client contact. Placement continues to be three days per week.

Sub-Courses Associated with Clinical Coursework III

Psychopathology & Intervention III

Convenor: A/Prof Elizabeth Rieger
Other Teaching Staff: TBA
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) psychotic and bipolar disorders. The epidemiology, aetiology, psychological assessment and interventions for these disorders in 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 these disorders, the development of a resource kit that can be used when working with these populations, and an exam to ensure strong knowledge of the epidemiology, aetiology, assessment and interventions for these disorders.

Motivational Interviewing and Interpersonal Psychotherapy

Convenor: A/Prof Elizabeth Rieger
2 hr/weekly classes

This course will focus on motivational interviewing and interpersonal psychotherapy (IPT), providing 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 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.

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 110 hours of client contact.

Professional Practice III

Convenor: Dr Linda Nicholson
1 hr/week

Students undertaking any external 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

Health Psychology

Convenor: Dr Kristen Murray
3 hrs/week

This course will provide students with an overview of key concepts, research, and clinical practice in Health Psychology. The focus will be on understanding the role of psychologists in the health setting, and the application of psychological theory, assessment and intervention to health behaviours and chronic illnesses. By the end of the course, students will have an understanding of the way in which patients with a chronic disease tend to experience and deal with their condition(s), and how this may impact upon their health and well-being. Students will be able to recognise psychosocial factors related to the onset, relapse, and worsening of medical illnesses; and, competently apply a broad range of evidence-based psychological interventions to promote health behaviour, support adjustment to, and self-management of, physical health issues, and their psychological comorbidities. Assessment will focus on the application of psychological assessment and intervention in the context of medical illness.

Neuropsychology for Clinical Psychologists

Convenor: Dr Lainie Hart
Other Teaching Staff: Dr Mark Boschen
Two-day workshop followed by 3 hrs/week

The primary aim of this course is to introduce you to neuropsychological practice across the lifespan, for your work as a Registered Psychologist and eventually Clinical Psychologist. The course will focus on building theoretical and practical knowledge and competency in understanding a neuropsychological framework and practice generally and as applied to specific neurocognitive disorders and psychiatric disorders, as well as confidence and competence in utilising neuropsychological assessments and knowledge in clinical assessment and therapeutic work, and of collaborating with neuropsychologists and inter-professional teams. This will supplement your learning in Clinical Psychological Assessment. The course will commence with a two-day workshop on Psychopharmacology for Psychologists. Assessment will consist of a clinically-focussed essay, neuropsychological interview, assessment interpretation, review of cognitive remediation, and a video-taped administration of a common neuropsychological test.

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 110 hours of client contact.

Professional Practice IV

Convenor: Dr Linda Nicholson
1 hr/week

Students undertaking any external 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.

6. 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 neurologically healthy individuals, and also stroke patients with unilateral visuospatial neglect and/or anosognosia for motor impairments.

Associate Professor 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.

Dr Diana Cardenas (Diana.Cardenas@anu.edu.au)

My interests are: testing how behavioural participation increases identification with groups (in migrants, university students, and more recently, students in their schools); understanding the relation between new cultural identity and cultural identity of origin; understanding how groups put pressure on its members and its effect on identity processes.

Dr Junwen Chen (Junwen.Chen@anu.edu.au)

My research focuses primarily on anxiety disorders, specifically, Social Anxiety Disorder and excessive worry, the latter of which is considered as a transdiagnostic process across both anxiety and depression. In particular, I have devoted myself to research on (1) investigating the underlying mechanisms involved in the maintenance of Social Anxiety Disorder by targeting biased information processes (e.g., negative self-imagery and interpretation bias) and their impacts on intervention techniques (e.g., video feedback); (2) examining the effects of intervention/prevention programs for excessive worry (e.g., using Behavioural Activation and Emotion Regulation approaches) in both adults and children; and (3) cross-cultural comparisons of the symptoms of social anxiety (disorder).

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.

Dr Tegan Cruwys (Tegan.Cruwys@anu.edu.au)

Social relationships and their effect on physical and mental health; the interface between social and clinical psychology; social determinants of health; social influence; social identity; depression; eating; health risk behaviours; vulnerable populations

Dr Amy Dawel (Amy.Dawel@anu.edu.au)

Facial expressions and emotion processing, including perceptions of genuine emotions; eye-gaze; EEG; individual differences in empathy and psychopathic traits.

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)

My primary research interests including visual attention and object perception. I currently have several Clinical PhD students using knowledge and theoretical frameworks from cognitive psychology to better understand the biased attentional processes in anxiety and altered perceptual processes in schizophrenia.

Dr Lisa-Marie Greenwood (lisa.greenwood@anu.edu.au)

Dr Greenwood's research focuses on mapping brain structure, function and behaviour, with a particular focus on addiction, stress, psychosis and learning and memory. She incorporates biological (mRNA, metabolites, hormones) and psychophysiological (EEG/ERP, f/MRI, HRV) measures to inform the neural and cognitive process that increase the risk of relapse in models of behaviour change. Her research investigates the neural mechanisms of evidence-based treatments (such as mindfulness and cannabidiol) in the area of addiction and other psychopathology.

Dr Bradley Jack (Bradley.Jack@anu.edu.au).

My current research is theoretically driven by predictive coding, a computational framework that states that the brain infers what is 'out there' by constantly predicting what is out there, and then improving those predictions by processing its errors. The main goal of my research is to understand how the healthy, diseased, and developing brain implements these functions. To pursue this endeavour, I use the excellent temporal resolution of EEG, and I study a number of sensory and cognitive ERP components in a wide range of contexts, including perception, action, cognition, attention, emotion, and language.

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

Face recognition: clinically-relevant projects in my lab include improving face recognition in people living with age-related macular degeneration, and effects of this on quality of life and depression; 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, and 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.

Dr Conal Monaghan (conal.monaghan@anu.edu.au)

Conal is passionate about clinical research and assessment, dimensional models of personality disorder, clinician well-being, and working to improve youth / adolescent mental health. While writing his PhD thesis, Conal lived and researched in Trondheim, Norway and Phnom Penh, Cambodia, received the NTNU promising young researcher award and Steven Klimidis award for clinical psychology, and presented his research at a range of national and international conferences. Research projects include:

- Two-Dimensional Machiavellianism - Conceptualisation and measurement
- Clinician well-being, vicarious trauma, and burnout
- Dimensional models of clinical personality disorder
- Increasing psychometric rigour, replicability, and open science in psychology

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

My research has focussed on body image, stress and obesity in adolescents and young adults, examining aetiological models through prospective and experimental studies. I have also been involved in projects evaluating innovative approaches to psychological intervention, including the development and evaluation of an iPad application for youth implementing feedback informed therapy principles. Most recently, my research continue to focus on the assessment and treatment of psychological aspects of obesity and eating disorders, including body image, stress in young adulthood and its link with health behaviours and psychopathology, and inter-professional education and collaboration. I also have a broader interest in clinical and health psychology and innovative approaches to treatment.

Dr Eryn Newman (Eryn.Newman@anu.edu.au)

I study the ways that memory and belief go awry: How do we come to believe that things are true - even when they are not? How can we remember things that never actually happened? And how can we combat these mistakes in memory and belief? These are the questions I try to answer, by understanding the cognitive mechanisms that lead people to adopt - and hold on to - widely-disseminated myths and personal false beliefs and memories.

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)

The research projects I will be supervising aim to expand knowledge of prejudice by examining lay beliefs about what prejudice is, as well as the social and psychological factors affecting these beliefs. If people believe their own intergroup attitudes (even negative ones) to be correct and normative, anti-prejudice appeals will likely be rejected. What is needed, then, is an analysis of what people believe to be prejudice or not in the first place, and how these beliefs are changed. For clinical students, this work will be extended to examining people's attitudes about what it means to be prejudiced against people who are "mentally ill" or who have "clinical disorders". To find out a bit more about the ideas behind this line of research, below are two published papers that you can read:

- Lee, G. C., Platow, M. J., Augoustinos, M., Van Rooy, D., Spears, R., & Bar Tal, D. (2019). When are anti-fat attitudes understood as prejudice vs. truth? An experimental study of social influence effects. Obesity Science & Practice, 5, 28-35. https://doi.org/10.1002/osp4.315
- Platow, M. J., Van Rooy, D., Augoustinos, M., Spears, R., Bar Tal, D., & Grace, D. M. (2019). Prejudice is about collective values, not a biased psychological system. New Zealand Journal of Psychology, 47, 15-22. https://www.psychology.org.nz/wp-content/uploads/NZJP-Vol-48-No-1-DRAFT-v2-1.pdf#page=15

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).

Dr Yiyun Shou (Yiyun.Shou@anu.edu.au)

Judgment and decision making under uncertainty; cross-cultural measurement issues in the assessment of personality disorders (psychopathic personality and antisocial personality), and cultural differences in forming and expressing psychological disorders (psychopathic and antisocial personality disorders, and anxiety).

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.

7.   STUDENT PRIZES

The Steven Klimidis Memorial Prize in Clinical Psychology

Dr Steven Klimidis enrolled in the PhD (Clinical Psychology) program in 1983 and submitted his doctoral thesis - Visual Information Processing Deficit in Schizophrenia - in 1988. His examiners spoke highly of the quality of his research and he was admitted to the degree shortly after. Following his time at the ANU, Steven pursued a very successful academic career in the Centre for International Mental Health at the University of Melbourne, reaching the rank of Associate Professor. He was looked upon as a truly pioneering researcher in the emerging field of transcultural psychiatry. Tragically, he passed away in 2008. This award has been generously provided by his family.

The Steven Klimidis Memorial Prize in Clinical Psychology is available for award each calendar year to a higher degree research student at the Research School of Psychology who is either enrolled in the Doctor of Philosophy degree program or the Doctor of Psychology (Clinical). The prize is valued at $2,500. Please see the [Conditions of Award](#) for further information.

Previous winners

Year	Name
2013	Kristen Maree Murray
2014	Kristy Zwickert
2017	Hannah Delchau
2020	Rachelle Dawson

The APS Clinical College Student Prize (Postgraduate)

The APS College of Clinical Psychologists Student Prize acknowledges postgraduate clinical psychology students in Master, Doctor of Psychology programs, and combined Masters/PhD programs who demonstrate high levels of clinical skill, combined with the ability to design and conduct clinically relevant research. The Prize is offered at each Tertiary Institution offering an APAC-accredited Postgraduate Clinical Psychology program. Further information for this prize is available on the [APS website](#).

Previous winners

Year	Name
2016	Sara Quinn
2017	Hannah Delchau
2018	Elizabeth Huxley
2019	Conal Monaghan
2020	Jodie Verrall

The JG Crawford Prize

The J.G. Crawford Prizes were established in 1973 to recognise Sir John Crawford's outstanding contributions to the University, both as Vice-Chancellor for five years (1968-1973) and as Director of the Research School of Pacific Studies for the preceding seven years (1960-1967). Sir John was also the Chancellor of the University from 1976 to 1984.

These prizes are offered by the Australian National University.

Early each year, nominations are called for though the College Deans. Those graduate students most deserving of recognition for the quality of their graduate work are selected on the basis of academic excellence by a committee appointed by the Vice-Chancellor. Two prizes are available for award to PhD students who have been approved to the degree during the preceding calendar year, normally one for the natural sciences and one for social sciences/humanities. From time to time a prize for outstanding ability in integrating and applying different fields, approaches and/or knowledge may be awarded. This option became available with effect from 2010.

One prize is also available for Master degree graduates whose program of study has been composed of or included research and the preparation of a thesis.

Please see the Conditions of Award for further information.

Previous winners from RSP

Year	Name
2017	Hugh Webb

Appendix I

ANU Psychology Clinic & e-Therapy Clinic Team

Sub-Committee

Terms of Reference

ANU Psychology Clinic & e-Therapy Clinic Team Sub-Committee
Terms of Reference

<u>Roles and Responsibilities</u>

The primary role of the ANU Psychology Clinic & e-Therapy Clinic Team Sub-Committee is to support and inform the decisions of the Clinic Manager, who reports to the Research School of Psychology (RSP) Clinical Committee concerning matters relevant to clinical training, student performance and wellbeing, and clinic operation. Within this capacity the Sub-Committee will attend to the following roles and responsibilities:

- Support the provision of high quality supervision and support to trainees engaged in their clinical placement at the Australian National University (ANU) Psychology Clinic and e-Therapy Clinic.
- Discuss trainees progress within the initial clinical placement amongst trainees the Clinic supervisors/staff and the Clinical Committee members. This is to ensure that appropriate supervision and support is given to individual trainees according to their 'level of functioning'. Where concerns arise, progress will be discussed and a plan implemented for all supervisors to adopt and share with the trainee.
- Implement and adhere to guidelines / policy directives from the ANU, Australian Psychology Accreditation Council (APAC) and Psychology Board of Australia (PsyBA).
- To ensure best clinical practice standards and ensure continuous quality improvement, including processes related to accreditation, benchmarking, and training innovation.
- Oversee the operational and administrative issues relevant for the functioning of both clinics.
- To co-ordinate with other academic staff to develop and implement research projects that support student/staff research and enhance clinical practice.
- To support and foster relationships with important stakeholders at the university, within the community, and nationally to develop learning, teaching and supervision practices and opportunities.
- Provide vision and support within the RSP to advance student experience, teaching and learning.

Accountability

The Clinic Manager is accountable to the Clinical Program Convenor, and reports to the Clinical Committee.

Membership

- Professional Staff who are engaged in clinical supervision within the clinics
- Clinic Manager
- e-Therapy Clinic Manager
- Clinic Administrator
- Professional Psychology Program Convenor (1 x per month)

Term Limits

No term limits apply

Meetings

The Committee will meet fortnightly and additionally at the discretion of the members.

Quorum will be more than half of the member.

Secretariat

Secretariat support for the Committee will be provided by the RSP administrative support team.

Meeting notices and agendas will include relevant supporting papers and be circulated at least 2 working days before the meeting.

Working Methods/Ways of Working

Any matters requiring decision will be generally decided by consensus, or if consensus is unachievable, by a majority of votes of members present.

At the Sub-Committee's discretion working groups can be formed. The process for action plans with students will follow the Management of Trainee performance as set out in the ANU Psychology Clinic and e-Therapy Clinic Policy and Procedures.

Appendix II

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

Master of Clinical Psychology Research Milestones

FIRST YEAR STUDENTS	
Towards the end of semester 1 (by Mid May)	**Confirmation of Supervision** Submission of a Confirmation of Supervision to be produced in consultation with the supervisor
End of semester 1 (by 15 June)	**Research Progress Report** Submission of a Research Progress Report to be produced in consultation with the supervisor
End of Semester 2 (by 16 November)	**Research Progress Report** Submission of a Research Progress Report to be produced in consultation with the supervisor
SECOND YEAR STUDENTS	
End of semester 1 (by 15 June)	**Research Progress Report** Submission of a Research Progress Report to be produced in consultation with the supervisor
End of Semester 2 (by 16 November)	1. **Research Progress Report** Submission of a Research Progress Report to be produced in consultation with the supervisor 2. **Paper Presentation** Paper presentation at the Research School of Psychology Clinical Psychology Research Forum to be held on **Tuesday 8 November 2022**.
End of Year 2 – 31 January following the second year of enrolment	**THESIS SUBMISSION** 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 Philosophy (Clinical Psychology) Research Milestones

FIRST YEAR STUDENTS

Within 3 months of Commencement	1. **Confirmation of supervisory panel (Candidature Details form)** Confirmation of supervisory panel membership (the Chair of your supervision panel will complete this form in consultation with you) 2. **Research Plan** Submission of a Research Plan for the 12 months ahead
Within 6 months of Commencement	**Research Integrity Training**
First Anniversary of Enrolment (by 15 February)	1. **Initial Thesis Progress Review** Submission of thesis proposal for initial progress review 2. **Research Plan (Annual)** Submission of first Annual Research Plan to be produced in consultation with supervisory panel and approved at a meeting of the full panel 3. **Research Progress Report** Submission of first Research Progress Report to be produced in consultation with the supervisory panel and approved at a meeting of the full panel

SECOND YEAR STUDENTS

Second Year of Enrolment (by 15 April)	1. **Research Plan (Annual)** Submission of second Annual Research Plan (after a panel meeting) 2. **Research Progress Report** Submission of second Research Progress (after a panel meeting) 3. **Paper Presentation** Paper presentation at the Research School of Psychology Clinical Psychology Research Forum to be held on **Tuesday 8 November 2022**. 4. **Second Year Review** 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 Year of Enrolment (by 15 April)	1. **Research Plan (Annual)** Submission of third Annual Research Plan (after a panel meeting) 2. **Research Progress Report** Submission of third Research Progress (after a panel meeting) 3. **Paper Presentation** Paper presentation at the Research School of Psychology Clinical Psychology Research Forum to be held on **Tuesday 8 November 2022**.

FOURTH YEAR STUDENTS (AND BEYOND)

Fourth Year of Enrolment (by 15 April)	1. **Research Plan (Annual)** Submission of fourth Annual Research Plan (after a panel meeting) 2. **Research Progress Report** Submission of fourth Research Progress (after a panel meeting) 3. **Paper Presentation** Paper presentation at the Research School of Psychology Clinical Psychology Research Forum to be held on **Tuesday 8 November 2022**.

End of Year 4 – Fourth year of enrolment

3 months prior to thesis submission (approximately)	**Oral Presentation** Oral presentation of thesis research
2 months prior to thesis submission (at least)	**Notification of Intent to Submit** The notification of intent to submit must be completed at least 2 months before the thesis submission
End of Year 4 – Fourth year of enrolment	**THESIS SUBMISSION** Submission of thesis for examination The identification and nomination of examiners must be completed by the supervisor and approved by the Delegated Authority and the School Director at RSP, as well as the Associate Dean of the College Further details regarding thesis submission are available at the following link: http://www.anu.edu.au/students/program-administration/assessments-exams/submitting-a-thesis
End of Year 4 – Fourth year of enrolment	**Extension of Program** 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 Research Forum every 12 months.

IMPORTANT:

- ALL FORMS ARE COMPLETED ONLINE.
- It is the **student's responsibility** to ensure that each milestone is met throughout the duration of their candidature.

Appendix III

Submission and Examination Procedures for Theses in the Master of Clinical Psychology

ANU Master of Clinical Psychology
Thesis Submission and Examination Process

Master of Clinical Psychology Thesis Requirement

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 a journal article manuscript of at least 5000 words, with no maximum length, by the 31st of January the year following their second year. Students must also include a copy of the submission guidelines (e.g. Instruction for Authors) from the targeted journal in an Appendix of the written thesis. This will allow examiners to assess the length and formatting of the manuscript accordingly.

Thesis Submission

Tasks to be completed by the Student:

- Obtains approval from their supervisor that the journal article manuscript is ready for submission.
- Submits a digital version of the journal article manuscript to the RSP HDR Student Administrator via email at rsp.hdr.sa@anu.edu.au.

Tasks to be completed by the Supervisor:

- Sends email notification of the intention to submit to the Clinical Program Director by 24th January.
- Invites an internal examiner and an external examiner to mark the journal article manuscript and seeks agreement from these examiners to mark the thesis by mid-January each year (1-2 weeks prior to the thesis being due, 31 January each year).*
- Once agreement has been received from the examiners, the supervisor emails the HDR Student administrator with the names and contact details of the examiners.

*Considerations regarding Thesis Examiners:

- All theses must be examined by at least two examiners.
- Examiners must be independent from the research group in which the project was undertaken.
- A person must not be appointed as an examiner if the person has been a supervisor for the thesis or has provided advice on its drafting or production.
- A person must not be appointed an examiner if the person has been connected with the student's research or has within the last 5 years, published or closely collaborated with the student or with a person who is or has been a supervisor of the student.
- A student may suggest or comment on the suitability of possible examiners, but must not take part in the making of a recommendation or decision about the appointment of an examiner. Students should remain blind as to the identity of the examiners until after a final decision regarding the marking outcome has been made and the examiner has indicated on the thesis examination form that they are willing to be identified to the candidate.

Thesis Examination

Tasks for the HDR Student Administrator:
Receives the contact details of the examiners from the supervisor and then:

- Prepares two examiner letters.
- Obtains the Clinical Program Director's signature on the letters.
- Prepares two instruction marking sheets.
- Sends the thesis, along with the signed examiner letters, instruction marking sheets (or Examiner Report), and, for the external examiner only, a Vendor Application form, Examiner Payment Request form, and Statement by Supplier form
- Provides examiners with assessment criteria or a rubric to guide the examination: this must include a clear indication of the level of the student (Masters), the unit value of the course and the volume of work expected relative to a full year.

Tasks for the Thesis Examiner:

- The examiners thoroughly review the thesis and provide a written report justifying the mark awarded according to the criteria. Comments should be constructive and able to be given to the student; if additional comments are not suitable for presentation to the student, these should appear in a separate section marked confidential.
- Return the examiner report within 4 weeks to the RSP Administration Officer.

Examiner Reports
Examiners are instructed to return their examiner reports to the RSP HDR Student Administrator within 4 weeks of receiving the thesis.** Through email and telephone reminders, every effort will be made to retrieve examiner reports within two months of sending the thesis out for examination. Upon receipt, the examiners' reports are sent to the Clinical Program Director for review and recommendation. The recommendation will be one of the following outcomes:

A. Unconditional Pass – the work is of a satisfactory standard
B. Conditional Pass – the student's work is satisfactory subject to minor corrections or amendments to the satisfaction of the supervisor, program coordinator and university
C. Re-submission and re-examination of the project after substantial revision
D. This empirical project should be failed

If the result is A or B: Once any required changes have been made to the satisfaction of the supervisor, the student and supervisor write a letter to the Clinical Program Director outlining in detail the changes made. This letter should resemble a response-to-reviewers letter typical of the review process when attempting to publish an article in a peer-reviewed journal.

If changes have been made to the satisfaction of the Clinical Program Director, he/she will write a memo to the Head of School and prepare the amended exam result for the Head of School's approval, confirming that all requirements for the degree have been satisfied, and recommends admission to the degree. The completion of the program is communicated to the student via ISIS (Interactive Student Information System). The recommendation of award and invitation to the next graduation ceremony is communicated to the student by the ANU Graduations Office.

If the result is C: The Clinical Program Director discusses revisions and resubmission with the student and their supervisor and the resubmission procedure is activated (i.e., starting with resubmission procedures when the revisions have been completed). Again, resubmission must be accompanied by a letter detailing the changes made and how the examiners' concerns have been met.

If the result is D: The result is taken to the Clinical Committee for review and discussion. The Clinical Committee will determine an appropriate course of action which may or may not include the option to significantly revise the manuscript and/or study or conduct a new study altogether.

** If the Examiners Report is not received for an extended period
In cases where the examiner's report has not been received within 4 weeks of distribution, the Clinical Program Director will contact the relevant examiner to provide them with an additional 2 weeks to submit their examiner report. After that additional 2 weeks has passed, and the HDR administrator has contacted the examiner to thank them for their participation and notify them of their withdrawal from the examination process, an additional examiner may be appointed.

Thesis examination and graduation timing

Please note that there are timing considerations to take into account prior to graduation for the Master of Clinical Psychology, such as:

- Examiner marking typically takes 1-2 months but can take longer.
- Notification of outcome (approvals are required prior to notification of outcome) can take several weeks.
- Examiner reports may request revisions or corrections which are to be approved by the supervisor, Clinical Program Director and the University. Depending on the corrections required, this can take several weeks or even months, which is primarily dependent on the time that you can commit to this task and when your revisions are assessed.
- Once your final thesis has been accepted and approved as satisfying the requirements of the Master of Clinical Psychology degree, the Clinical Program Director confirms these recommendations to the School Director. The research component of the coursework and all course requirements are required to be met and any outstanding areas must go through an approval process which may take 1-2 weeks.
- Graduation ceremonies occur mid-July and mid-December each year. To be eligible to attend the graduation ceremony, a copy of the final thesis must be submitted at least 6 weeks prior. Graduands can apply to graduate in absentia if they receive their outcome sooner than the graduation ceremony occurs. However, this process can take 6 weeks and there are specific dates to submit information by.

Please note that the abovementioned timeframes are a guide only and are provided to assist in future planning for students. Individual circumstances can affect these timeframes.

Thesis copy for the library

Tasks for the Student:

After the thesis has been examined and passed, each student submits:

- one digital deposit with the library (with removal of copyrighted material)

Extensions and Late Penalties

Extension and late penalty policies must be applied consistently:

- It is the student's responsibility to apply for extensions of submission dates; only applications made before the submission date will be considered unless documentation of extenuating circumstances is received.
- Extensions of assessment due dates of ≤ 2 weeks are permitted at the discretion of the Clinical Program Director, on application by the student before the due date. Any extension beyond this period requires the approval of the Deputy Dean (Education) for the College of Medicine, Biology and the Environment.
- It is not permitted to enrol in a further instance of the research project course as a means of extending the initially defined assessment deadline without the permission of the Deputy Dean (Education)

Special Consideration

Special consideration of individual student circumstances is undertaken and documented according to University and College policy.

References

The ANU Coursework Awards Rule 2016
The ANU Research Awards Rule 2016
Procedure: Higher Degree by research – submission and examination of theses
ANU CMBE/CPMS Policy: Research Projects in Coursework Degrees Undergraduate and Postgraduate

Appendix IV

ANU Clinical Psychology Seminar

ANU Clinical Psychology Seminar

The purpose of the ANU clinical psychology seminar forum is to offer postgraduate students and staff a forum in which they could seek feedback from the larger group on clinical and research issues of interest. Questions and presentations will vary according to the needs of presenters and may be related (but not limited) to clinical cases, methodological/statistical conundrums, recurring issues in therapy or assessment, best practices in particular settings or with particular client groups, new conceptual models, or ethical dilemmas. The goal of the forum is to promote more in-depth discussions around issues of interest and to access the collective wisdom of our students and staff. The forum presents an opportunity for presenters to benefit from this collective wisdom and to apply it to their clinical practice and research. Further, it facilitates exposure to a wide range of clinical knowledge and experience.

We also believe that a regular meeting of this sort would build a greater sense of cohesion and identity within the clinical area. As a result, we hope to create an environment where staff and students feel that the forum is a useful opportunity and are motivated to receive feedback. Presenting at a given meeting will be voluntary. During most forums, two students will present (30 minutes per presenter), and will include a discussion about the relevant ethical or professional issues and concerns. As a result, presenters should aim to talk for around 15 minutes and facilitate a discussion for the following 15 minutes.

Presentations

The presentations should be formal enough to provide adequate information, but need not be as formal as research presentations. Audio-visual materials should be used to the extent that they assist with explanations or provide valuable data, but are not necessary. We would hope that discussions would be far-reaching, stimulating, challenging, and erudite. However, a culture of respect and collegiality will be paramount. As a result, non-respectful or aggressive comments will not be welcome.

At the group's discretion, presenters from the community, or RSP more broadly, may be invited to discuss a particular topic of interest – these sessions should be facilitated by an RSP student. Remember these presentations are ultimately to benefit you and to provide a safe and supportive environment. Therefore, presenters should provide sufficient background material and clearly state any topics you would like discussed so that audience members can make informative input and have useful discussions.

Standard clinical confidentiality extends to these forums. As a result, topics that include specific details on clients should be appropriately de-identified (i.e., refrain from names, places, or un-necessary idiosyncrasies). As more unique clinical cases will likely be presented, they may include details that identify the client. Therefore, participants should also refrain from discussing confidential components of the presentations publicly after the forums. If an audience member forms a reasonable suspicion that they know the client, they are expected to excuse themselves from the forum for the rest of presentation.

Example formats for presentation topics are below; please note, this is only a short list and presenters should feel free to present on anything they feel is clinically or academically relevant:

Clinical Case.
Report a clinical case that is unique or interesting, there are treatment difficulties or concerns, or is unusually challenging. Example format of this presentation:
- Introduce the client (gender, age, location of and capacity of service, referral type)
- Brief outline of presenting issues. Could also present a formulation or conceptualisation (integrating models)
- Presenting problems, Predisposing, Precipitating, Protective, and Perpetuating factors. It can be useful to think about cognitive, behavioural, physical, and social components of the formulation.
- Risk (self, others, criminality, situational, social)
- Intervention (along with focus and client goals) and/or assessment conducted (How many sessions, intensity, etc.)
- Reason presenting at the clinical forum. What you would like to discuss (e.g. therapy barriers, diagnostics issues, unclear treatment protocol, etc.)

Ethical or Professional Issue.
Discuss the nature of an ethical issue that you are currently faced with, concerns you, or has re-occurred in your clinical experience. You may wish to report relevant sections of the APS Codes of Ethics/guidelines, other clinician's advice/clinic's protocols, and legislation/precedent. You may then wish to present how you are considering to approach the issue and your line of reasoning. With more complex clinical issues, you may want to allow more time for discussions.

Research Presentation.
Presenters can discuss their research to gather information on a particular theory, set of hypotheses, experimental design, access to clinical samples, or analysis. It is important that you provide a brief background on your research, the models you are working with and your planned study/analyses and results (if applicable). Make sure to be clear on the specific problem that you are having and current attempts to resolve the issue. Depending on the nature of the issue, you may wish to approach specific researchers before the presentation and request that they attend to gain their input.

How to Sign up to Present
All clinical forum dates are events on the Google calendar "ANU Clinical Forum". Everyone should have a request sent to their ANU email address – however you will need a Gmail account (free) to access the calendar. If you do not have an invite, contact Kate Western or Imogen Clarke (details below). If you wish to present, simply go to the event on that date and write your name and topic into one of the two presenter slots (see example below). Two people can present per forum as this allows for 30 mins per person. If you are not presenting, you do not need to RSVP – simply turn up to the forum.

Slot	Presenter	Topic / Synopsis
1.	John Doe	Case Presentation – 13yr M, OCD with germs related obsessions.
2.	Jane Doe	Research issues – Ethical issues with providing research feedback to participants from vulnerable backgrounds.

We want to encourage wider attendance, especially from individuals whom you feel can contribute to your presentation. Therefore, feel free to invite researchers and staff to the forum – note, they do not have to be clinical or internal staff. For example, you may invite a clinical staff member, a student who has particular experience in the topic, or a staff member from a different are or different school/department altogether.

Clinical Seminar Dates
The clinical seminars will be held every second month on the fourth Tuesday (4:00 – 5:00) of each month starting in February 2022. Tuesdays are postgraduate teaching days and, therefore, most clinical students and staff should already be at the RSP. Seminars will be held in the conference room on the second floor of the Peter Baume Building (Rm 2.01/2.05). Dates are in the Google calendar (please check the calendar for changes to the schedule closer to the planned date in case of changes):

Further Queries or Concerns
If you have any issues regarding the presentations on want clarification, please contact: Imogen Clarke imogen.clarke@anu.edu.au or Kate Western on kate.western@anu.edu.au

Appendix V

Application for Personal Leave

Application for Personal Leave

Family Name:		University ID:	U
Given Names:		Student Type: (INTL/DOM) (FT/PT)	
Current Program:		Program Code: (PhD 9064/ MCP 7601)	
ANU College:	**College of Health and Medicine**	School:	Research School of Psychology

2.   LENGTH OF LEAVE:

I wish to apply for leave for _____ Days/Weeks.   From _____ to _____

DD/MM/YY   DD/MM/YY

3.   REASON

Comments from Research Supervisor		
Signature from Research Supervisor		
	Name	*Signature*
Comments from Course Convenors		
Signatures from Course Convenors	1.	
	2.	
	3.	
	Name	*Signature*
Comments from Placement Coordinator		
Signature from Placement Coordinator		
	Name	*Signature*
Comments from Program Director		
Signature from Program Director		
	Name	*Signature*

Any further comments:

Appendix VI

Budget and Travel Forms

Guidelines for Preparing your Application for Research Funding

Applications may be submitted throughout the year as required. Once completed, your application for research funding must be submitted to the Enquiries Office.

Generally, research funding will only be approved for students who are within the first four years of their PhD candidature, three years for DPsych; two years for MPhil, two years for MCP, and one year for Honours (pro rata for part-time).

Notification of result will be within two weeks of the submission of the application.

Student Name:				
Uni ID. No.:				
Program Enrolled In:			**Year Commenced:**	
Category of Research Expenditure:	**Quantity x item cost** (where applicable)	**Total Cost**	**Explanation/Justification**	**Expected Date (Month) of Activity**
Printing/Postage				
Subject payments				
Software/licence renewals				
Equipment				
Workshops/Training				
Fieldwork Travel				
Other (1)				
Other (2)				
Fieldwork Materials				

Supporting statement (from student or supervisor)

Student Signature:		Date:	
Supervisor Name:		Date:	
Supervisor Signature:		Date:	

Office Use:

Amount Approved	
Account to be Debited	
Approved by: School Manager	
Date:	

Research School of Psychology Funding Request
Research – Related Conference Travel

You may submit an application for conference support as early as you wish. Approval will be given within two weeks of the receipt of the application. Approved amounts will only be paid on presentation of appropriate documentation (ie evidence of registration or acceptance of conference paper).

1) Students in the first year of enrolment will not be considered unless they are in a position to present a paper.

2). Students who are on an extension of program which takes them beyond 4 years enrolment (4.5 years for clinical students) at the time of the conference will not normally be considered.

3) All milestone reporting requirements must have been met by the student.

4) All applications for conference travel funding must have the written support of the supervisor setting out the benefits to be gained from attendance

Student Name:	Id No:
Program:	Current status (ie full or part time):
Program Commencement Date:	Expected Completion Date:
Name of Conference:	
Location of Conference:	Scheduled Dates of Conference:
Expected costs associated with conference: Maximum funding will be $1500 for overseas conference and $750 for domestic conference.	
Have you submitted a paper ☐ or a poster ☐ ? (Tick as appropriate) Has the paper or poster been accepted? Yes ☐ No ☐ Still waiting ☐ (If Yes please attach proof eg email from Conference Program Committee)	
Title of Paper or Poster:	
Why are you attending this conference:	
Student signature:	Date:
Supervisor name:	Supervisor signature:
Supervisor signature confirms that this is a research-related conference which provides the student with an opportunity to present or discuss their research findings, and that the student has completed all reporting requirements. Funding is not available for professional development conferences. **Supervisor should attach a brief statement of support.**	

Approved for Funding: Yes ☐ No ☐ Amount $_____ Charge Code _____

School Manager: _____

Appendix VII

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 an 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.

Appendix VIII

Clinical Peer Mentor Program

Guidelines for Participants

Clinical Peer Mentor Program
Guidelines for Participants

Introduction

The clinical psychology program at the Research School of Psychology is challenging and at times can feel overwhelming for new students as they to integrate into the faculty, complete University and PSYBA administrative requirements, and adjust to the demands of a complex academic and clinical training program.

Assimilation into the program can be harder for interstate and overseas students, who also face the challenge of adjusting to life in a new city, or country, and are often living away from their pre-existing support networks.

While new students to the clinical program receive significant support from academic, clinical and administrative staff, many also receive and appreciate support from more senior students throughout their first year. This support currently tends to occur on an ad-hoc basis as for some students it can take time to meet and to feel comfortable approaching more senior students for advice.

In an attempt to better support first year clinical students, the Clinical Committee has endorsed the development of a mentor program whereby new clinical students would be paired with existing clinical students who then provide a first point of reference for questions and advice.

Program Administration

The Clinical Program Convenor has overall responsibility for the operation of the clinical student peer mentor program. Day-to-day co-ordination of the program is delegated to Dr Amy Dawel.

Aim

This document provides guidelines, and outlines responsibilities and boundaries for mentors, and new students (mentees), participating in the mentor program.

Participation

Participation as mentor. All second and subsequent year students are invited to participate in the program. Participation is voluntary and students will not be coerced, or made to feel obligated to participate.

Participation as a mentee. All new students will be allocated to a mentor and will remain part of the program for the duration of their first year. The actual level of engagement in the program, however, within the guidelines of this document, is up to each individual based on their perception of how much support they require.

Boundaries

The mentor program does not replace academic, or clinical supervision, and does not reduce the responsibility of academic, clinical and administrative staff to identify and support students who may be struggling.

Mentors are not responsible to provide welfare or pastoral support to their mentee. It is possible however, that a mentor may become aware that a student is struggling before a staff member becomes aware. This may occur because the mentee approaches their mentor for support or advice, or because the mentor identifies signs that cause them some concerns.

In the instance where a mentor does become aware that a mentee is struggling, they should discuss the issue with the mentee, and encourage them to seek support from an appropriate staff member. If they have concerns that the mentee is unwilling to do this, and are concerned that they may be at risk in some way, they should advise the mentor program coordinator, or in her absence, the Clinical Program Director.

Mentor responsibilities

Mentor responsibilities are restricted to providing peer-level support and advice about adjustment to the clinical program, and, where appropriate, support and advice around settling into the university and Canberra. Mentors are not responsible for providing welfare or pastoral support to mentees. Moreover, they are not responsible for providing academic assistance with coursework and should not share their own or another student's coursework (e.g., prior assignments) with their mentee.

Expectations

Mentors are expected to contact their mentee, either in person, or by email, at some stage during the orientation week and arrange an initial meeting. During this meeting they

should discuss and establish arrangements for how and when they meet, and whether this would be on a regular or ad-hoc basis.

It is recognised that there will be differences in an individual's level of need, it is likely that mentees will need different levels of support at different times of the year. When Masters Students enter the clinic they typically experience a significant increase in workload, stress and anxiety, while PhD students at this time, often experience a sense of disconnection from their colleagues who have commenced this phase of their training.

In the case of infrequent contact, and times when mentees need less support, it is expected that mentors periodically check in by email, or in passing, to see about how they are going. In most cases, this may result in a positive outcome, "busy but fine", but it may also provide an opportunity for a mentee who is struggling to reflect on their functioning and their need to seek support.

Reporting complaints or concerns

If a participant in the program has any concerns about the operation of the mentor program, or feel that the level of contact, or expectations being placed on them by their assigned mentor or mentee, is unreasonable, they should raise these with the mentor program coordinator.

Feedback and questions

Participants should provide feedback, or refer any questions about the program to the mentor program coordinator as required.

Monitoring

The mentor program coordinator is responsible for arranging the allocation of students to mentors, mediating any disputes or concerns between mentor and mentee, and monitoring the welfare of mentors, in relation to their role as mentor, through regular contact.

Review

The mentor program coordinator will meet with, or contact participants at the end of each semester to review the operation of the program.

The Clinical Committee will review the program after 12 months.

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