



UNIVERSITY *of*
TASMANIA

***College of Health
and Medicine***

**POSTGRADUATE PROFESSIONAL TRAINING
HANDBOOK**

2019

MASTER OF PROFESSIONAL PSYCHOLOGY

MASTER OF PSYCHOLOGY (CLINICAL)

**School of Medicine
Division of Psychology**

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POSTGRADUATE PROFESSIONAL TRAINING PROGRAMS: PSYCHOLOGY

OVERVIEW

Welcome to the Division of Psychology (the Division) at the University of Tasmania, the fourth oldest University in Australia, where Psychology has been taught since 1902. The Division is situated on three campuses of the University – Hobart, Launceston and Cradle Coast. Postgraduate Professional Training programs are offered in Hobart. Since January 1, 2013 the Division of Psychology has been part of the School of Medicine, College of Health and Medicine.

Information in this handbook supplements official University publications and it is recommended that you familiarise yourselves with necessary and relevant student-related documentation available on the University website. Material presented in this handbook provides general guidance on frequently asked questions, rules, policies and procedures and introduces staff within the Division. General information about the Units covered in both the Master of Professional Psychology (MProfPsych) and the Master of Clinical Psychology (MPsych[Clin]) programs is also provided. This handbook should be read in conjunction with the Placement Manual which you will receive during your Orientation to Placement program.

Staff in the Division are committed to helping you achieve your academic goals and improve your understanding and skills in the field of psychology. Specialist competency-based training offered by the staff in many areas will provide you with a strong basis for future employment. Your relationship with the staff and the Division is a partnership involving rights, responsibilities and obligations on both sides. You, as a postgraduate student, have the right to a high-quality learning experience within the Division, but with obligations in terms of academic, professional and personal conduct.

Key Staff

Director of Postgraduate Professional Training:

Dr Kimberley Norris

Ph: 6226 7199

Email: kimberley.norris@utas.edu.au

Postgraduate Masters' Research Coordinator:

Assoc. Professor Raimondo Bruno

Ph: 6226 2240

Email: raimondo.bruno@utas.edu.au

Professional Experience Placement Coordinator and University Psychology Clinic Manager:

Dr Tracey Dean

Ph: 6226 7480

Email: tracey.dean@utas.edu.au

Clinical Chair:

Professor Jenn Scott

Ph: 6226 2245

Email: jenn.scott@utas.edu.au

A list of all Division of Psychology staff is contained at the end of this document

Contact Details

Any concerns, such as meeting specific deadlines or accessing resources that arise in relation to individual modules or units, should be taken up in the first instance with the relevant staff member or unit coordinator.

All other queries in relation to the program can be directed initially to:

Daniel Purton, Program Delivery Officer, Room SB.SocSci110

email: daniel.purton@utas.edu.au ph: +61 3 6226 5501

For enquiries regarding enrolment, please contact:

Course Information Officer, College of Health and Medicine,

email: u.connect@utas.edu.au ph: 1300 361 928 or +61 3 6226 6111

For Test Library access and bookings please contact:

Daniel Purton, Program Delivery Officer, Room SB.SocSci110

email: daniel.purton@utas.edu.au ph: +61 3 6226 5501

For general administration enquiries e.g. research expenses, building access, contact:

Emma McDowell, Administrative Officer, Room SB.SocSci136

email: emma.mcdowell@psychol.utas.edu.au ph: +61 3 6226 7274 or,

Helen Derbyshire, Psychology Reception, SB.SocSci112

email: secretary@psychol.utas.edu.au ph: +61 3 6226 2237

Mailing address:

Division of Psychology
University of Tasmania
Private Bag 30
Sandy Bay TAS 7005

Physical address:

Ground Floor
Social Sciences Building
Sandy Bay Campus
Sandy Bay TAS 7005

GENERAL INFORMATION

Courses Offered

| | | |
|-----------------------------------|--------------|-----|
| Master of Professional Psychology | MProfPsych | M7Q |
| Master of Psychology (Clinical) | MPsych(Clin) | M7L |

ENROLMENT

Whichever course you are undertaking, the enrolment process is ongoing for the duration of your course and involves the management of your personal details as well as your course and unit selection. Most aspects of your enrolment can be managed through eStudent, the UTAS online student administration portal.

Logging onto eStudent

When you are ready to enrol, log on to eStudent (accessed from the 'Current Students' webpage) and use the UTAS student username and password that you received after you accepted your offer.

Unit Selection

You are encouraged to enrol in your units prior to the commencement of each semester. Please ***do not*** enrol beyond the semester you are about to commence, as you may not meet the required pre-requisites for future studies. For example, students cannot enrol in Research B units until they have passed the Research A unit. The required units are listed in the online Course and Unit Handbook, as well as in this handbook.

Please note that you cannot enrol in any of these units more than once (the only exceptions being if you fail a unit or withdraw from a unit). If you do not complete a placement or thesis unit within the semester of enrolment, a result of AO (Assessment Ongoing) will be recorded until your final result is submitted (after final assessment). Please note that an AO can only be recorded for one semester beyond which you undertook the unit (e.g. if you receive an AO for Research Thesis 1A in semester 1, you must have finalised the requirements for this unit by the end of semester 2 in the same year). After this time, an NN grade will be awarded.

Pre-requisite Units

It is important not to enrol in a unit on the eStudent system until you have completed the pre-requisites for the unit. This is true for both full-time and part-time enrolments. For example:

| UNIT CODE | UNIT TITLE | PRE-REQUISITE UNITS |
|-----------|---|--|
| KHA721 | Advanced Assessment | KHA711 |
| KHA724 | Behaviour Change 2 | KHA714 |
| KHA735 | Professional Practice 1 | KHA711, KHA714, KHA734 |
| KHA739 | Research Thesis 1B | KHA716, KHA736 |
| KHA740 | Professional Practice 2 | KHA735, KHA745 |
| KHA741 | Professional Practice 3 | KHA740, KHA746 |
| KHA745 | Clinical Placement 1 | KHA711, KHA713, KHA714, KHA722, KHA734 |
| KHA746 | Clinical Placement 2 | KHA721, KHA724, KHA735, KHA745 |
| KHA747 | Clinical Placement 3 | KHA746, KHA740 |
| KHA759 | Professional Practicum 2 | KHA711, KHA713, KHA714, KHA722, KHA730, KHA734 |
| KHA757 | Advanced Ethics and Professional Practice | KHA714, KHA734, KHA730 |
| KHA751 | Research Thesis 2A | KHA739 |
| KHA752 | Research Thesis 2B | KHA751 |

Policies for Granting Credit or Advance Standing for Previous Studies

As per current APAC Accreditation Standards 2019, 3.1, students must demonstrate successful (prior or concurrent) achievement of pre-professional competencies.

Part-Time Study

Candidates normally enter a program at the beginning of each academic year and those wishing to complete a program part-time will need to seek planning advice from the Faculty Officer and prospective approval in writing from the Director of Postgraduate Professional Training for their proposed study schedule each year.

Part-time MPsyCh(Clin) program candidates will not be eligible to commence clinical placements until they have completed and passed the following units: **KHA711, KHA713, KHA714, KHA722, and KHA734**. MPsyCh(Clin) students will not be able to enrol in KHA740 Professional Practice 2 until KHA745 Clinical Placement 1 has been completed or is near being completed.

Part-time MProfPsych program candidates will not be eligible to commence KHA759, Professional Practicum 2 or KHA757 Advanced Ethics and Professional Practice, until they have completed and passed the following units: **KHA711, KHA713, KHA714, KHA722, KHA730 and KHA734**.

Enrolling in your Units

To enrol, click on 'Manage Enrolment' in eStudent, open the appropriate course link and follow the steps to add the units you have selected.

Be sure to go through all the steps and click on 'Submit' at the end to complete this part of the enrolment.

After you have enrolled you will be able to print out a personalised timetable using your Student ID number.

Checking your Enrolment

Within 24-48 hours of enrolling online you will be able to check your enrolment through the 'Current Details' page. This facility lists the degree you are studying, the units you have enrolled in and the semester in which you are enrolled. Ensure you check your enrolment once semester commences.

NB: It is your responsibility to check that you are correctly enrolled. If you do not correctly enrol in a unit, a grade cannot be awarded for that unit. Incorrect enrolment could also prevent you from graduating.

Confirmation of Enrolment

You can generate a confirmation of enrolment for AHPRA registration or scholarship purposes by logging on to eStudent and requesting the document, under the study plan tab. The document will be emailed direct to you. If you are requesting the document as part of your provisional registration renewal for AHPRA, simply forward the email document you receive to the Psychology Program Delivery Officer and it will be forwarded to AHPRA on your behalf to satisfy their requirement. The Division does not issue letters for this purpose.

Check your UTAS Email Account

Remember to check your UTAS email frequently. The University will correspond with you using your UTAS email account with advice about your enrolment, fees and other important information. Teaching staff will also communicate information about lectures and presentations via your UTAS email address.

NB: The UTAS communication system does not reliably transmit to or from Hotmail and other generic email service emails. Do not forward your UTAS email to Hotmail or any other generic email service as transmission cannot be guaranteed.

Census Dates

Your enrolment and all administrative details must be finalised by the **census date** that has been set for each semester. Details regarding the census dates are available in the online Course and Unit <http://www.utas.edu.au/courses/study/psychology> If you are required to pay a tuition fee for your unit and you have not paid by the relevant census date, your enrolment will be cancelled.

If you are enrolled in a unit at the census date you will be liable for the fees and charges for that unit for the relevant semester, even if you intended to withdraw from the unit. It is not enough to advise the lecturer that you will no longer be attending classes; you need to withdraw from your units through your eStudent account. All changes can be made under the 'Manage Enrolment' tab.

Please refer to the Course and Unit Handbook for withdrawal dates, academic and financial penalty dates and their associated withdrawal dates.

Need Help with your Enrolment?

Student Centre staff are available to assist students to use the eStudent. If you need help, please call 1300 361 928 or visit the Student Centres in Hobart or Launceston.

You can also use the ['Ask Us'](#) tool through the UTAS website.

If you need advice regarding your study pathway, please contact your Faculty Officer via email to u.connect@utas.edu.au or ph: 1300 361 928.

Additional Enrolment Requirements

All students enrolled in the MProfPsych and MPsych(Clin) programs must complete the following additional requirements prior to commencement of the program:

1. Provisional Registration with the Australian Health Practitioner Regulation Agency (AHPRA)

The Psychology Board of Australia (PsyBA) stipulates that all psychology higher degree students in Australian Psychology Accreditation Council (APAC) accredited professional programs at fifth year or higher must be provisionally registered from the commencement of enrolment and for the duration of enrolment, including the thesis.

Students can apply online for provisional registration with AHPRA as soon as enrolment in their degree is completed.

- Graduate Applications online can be accessed at www.ahpra.gov.au/Registration/Graduate-Applications.aspx
- Alternatively, a paper application for provisional registration (APRO-76) is available from the PsyBA website www.psychologyboard.gov.au under Forms.

Evidence of provisional registration must be sighted and recorded by the Professional Experience Placement (PEP) Coordinator, Dr Tracey Dean, once enrolment is confirmed.

All students are required to provide confirmation of their current enrolment when applying for, or renewing, their provisional registration with AHPRA. Students can request a 'Confirmation of Enrolment' document online by logging on to eStudent, select 'Study Plan' from the menu bar, then 'Current Enrolment' and 'Request Confirmation of Enrolment'. eStudent will automatically send the required document to your UTAS email address. Forward this document to the Program Delivery Officer

who will forward it to AHPRA on your behalf to verify your enrolment status. Please note that letters are not provided by the Division for this purpose.

2. Safety in Practice (SiP) Requirements

All students enrolling in Faculty of Health programs which include a professional experience placement component, laboratory and/or field activity are required to establish and maintain their capacity to practice safely via *Safety in Practice Requirements* compliance documentation.

The Faculty, in accordance with the *Safety in Practice Compliance and Risk Assessment Procedure*, assesses student compliance with Safety in Practice Requirements, which include:

- national criminal history
- medical, physical and psychological capacity to safely undertake the Faculty of Health Mandatory Functional Requirements, and
- infectious disease and immunisation status

Newly enrolled students must complete and submit the Safety in Practice Agreement to the Professional Experience Placement Coordinator, Dr Tracey Dean, by week 2 of Semester 1, or in case of late enrolment, prior to commencing study.

The exception is the **Immunisation Record Form/Card**, which must be completed (with HepB vaccination begun) and submitted by week 1 of Semester 2.

Continuing students must complete and submit the Safety in Practice Agreement to the Professional Experience Placement Coordinator, Dr Tracey Dean, by Wednesday 20 February 2019

- The Safety in Practice Agreement and associated reading can be found at: <http://www.utas.edu.au/health/professional-experience-placement/safety-in-practice-requirements>
- Further information about Professional Experience Placements can be found at the Faculty of Health PEP page: <https://www.utas.edu.au/health/professional-experience-placement/student-information/psychology>

TEACHING AND STUDENT REQUIREMENTS

Attendance

Class Attendance and Engagement

Students are required to attend and engage with 100% of all classes in order to obtain a passing grade, and attendance at class is recorded. All absences will need to be supported by a medical certificate or statutory declaration signed by a Justice of the Peace, Commissioner for Declarations or other authorised person. A Statutory Declaration form is available online from the following link:

[www.utas.edu.au/ data/assets/word doc/0005/27095/statutory declaration.doc](http://www.utas.edu.au/data/assets/word_doc/0005/27095/statutory_declaration.doc) . For any classes missed for legitimate reasons, students will be required to complete make-up tasks commensurate with the amount of work that would have been required during the missed class.

If you have any questions or issues regarding your attendance at classes, please speak to your unit or course coordinators.

In addition to attending classes, students are required to actively participate and engage with all learning activities and demonstrations. If you are having difficulties in this regard, you are encouraged to discuss this in the first instance with either the lecturer or unit coordinator, and if required, contact the Postgraduate Professional Programs Director, Dr Kimberley Norris.

Professional Conduct

Students enrolled in the postgraduate Psychology programs at the University of Tasmania are required to adhere to appropriate codes of professional conduct and behaviour. In addition to being bound by the APS Code of Ethics, students are also required to conduct themselves as they would in a professional setting. As such, students are required as a minimum to be:

- punctual for all classes, placements, and study-related activities (including return of test-library or other borrowed materials);
- demonstrate courtesy and respect towards other students, professional staff, academic staff, and clients;
- demonstrate a positive attitude towards learning and skills development;
- appropriately respond to constructive feedback and undertake efforts to address areas for further development;
- ensure appropriate appearance and dress standards are maintained; and
- adhere to all policies and procedures within the Division of Psychology, and University of Tasmania more broadly.

Timetables

Class timetables will be provided as part of unit outlines, which can be accessed from MyLO.

Timetables are also available via the University website: <http://student-timetable.utas.edu.au/>

It is a student responsibility to check the University website for timetable information.

Learning Resources and Supports

Unit Outlines and Seminar Notes

Unit outlines are posted on MyLO immediately prior to a semester commencing. Unit coordinators/lecturers will explain the contents of the unit outline during the initial seminar. Students will also have an opportunity to ask questions in relation to unit requirements and timetables.

It is the responsibility of the student to obtain a printed copy of seminar notes for use during class. Printed seminar notes will not be provided by the lecturer. Notes can be accessed from MyLO, or as advised by unit coordinators.

MyLO, the online learning platform

MyLO is the online learning environment at the University of Tasmania. Most units are web supported and access to the MyLO online unit is essential.

Log in to MyLO at: <http://www.utas.edu.au/mylo> and you will have access to the units you are enrolled in.

To find out more about the features and functions of MyLO, and to practice using them, visit the Getting Started in MyLO unit.

For access to information about MyLO and a range of step-by-step guides in pdf, word and video format, visit the [MyLO Student Support page](#) on the University website.

If something is not working as it should, contact the Service Desk at: service.desk@utas.edu.au phone 6226 1818, or [Request IT Help Online](#).

Consultation Times with Postgraduate Professional Training Staff

Any concerns, such as meeting specific deadlines or accessing resources in relation to individual modules or units, should be taken up in the first instance with the relevant staff member or unit coordinator.

Staff within the postgraduate professional training programs will provide students with appropriate contact details and consultation times should students wish to discuss matters related to their course. Many staff have a variety of commitments, both inside and outside the University, and students will need to check consultation times and make an appointment to meet at a mutually convenient time.

Invited guest lecturers may not always be available for student consultation. The unit coordinator is always the first point of contact for student queries.

Text Books and Required Reading

All required or recommended text books and readings will be listed in the unit outline. In most cases, copies of any required textbooks will also be available in the Psychology Test Library or Morris Miller Library. Throughout the unit the lecturer may draw your attention to other readings and texts and advise how to access these resources.

Student Representatives

Each year, nominations are sought for student representatives from the 1st and 2nd year postgraduate programs. The student representatives are required to attend a Staff/Student consultation meeting at the end of each semester, and an External Advisory Committee meeting at least once a year. The student representatives must be prepared to be available to other students within the course who wish to raise feedback/concerns/issues in relation to the course. It is the role of the student representatives to communicate these matters at consultative meetings.

Help for Students

If you are experiencing difficulties with your studies or assignments, have personal or life planning issues, disability or illness which may affect your course of study, you are advised to raise these with the Clinical Director in the first instance. There are a range of University-wide support services available to you including:

The Personal Counselling Service <http://www.utas.edu.au/students/whs/counselling>

Disability Services <http://www.utas.edu.au/students/whs/disability>

International Student Services <http://www.utas.edu.au/international-support>

Learning Development. <http://www.utas.edu.au/students/learning>

University Medical Centre <http://www.unidoctors.com.au/>

Please refer to the Current Students homepage for further details
<http://www.students.utas.edu.au>

Occupational Health and Safety

The University is committed to providing a safe and secure teaching and learning environment. Please refer to the University's work health and safety page for more information:

<https://www.utas.edu.au/work-health-safety>

Learning Expectations

The University is committed to high standards of professional conduct in all activities, and its commitment and responsibility to students is of paramount importance. Students have a mutual responsibility to the University as they pursue their studies within the special environment the University offers. The University's Code of Conduct and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes as required, strive to maintain good progress within the subject or unit framework, comply with workload expectations, and submit work on time.

If you need assistance in preparing for, or keeping up with, study please refer to your tutor/lecturer. For additional information refer to the Learning Development website <https://www.utas.edu.au/students/learning>

Students are further advised that in order to achieving an overall passing grade in any unit, they must successfully pass all assessment pieces associated with that unit.

The Academic Progress Review (APR) Process

The staff at the University of Tasmania are committed to supporting student learning. As such, the Academic Progress Review (APR) process has been implemented. The purpose of APRs is to monitor student progress, and provide support if students are having difficulties successfully completing units of study. APR is a formal University process that occurs at the end of Semester 1 and 2, for all enrolled students. If it is identified that a student is having difficulties, a plan will be negotiated to address, and remediate, these issues. In the context of the postgraduate professional training programs in Psychology, students must remediate these issues prior to commencing their first placement.

Students will receive further advice regarding requirements of the APR progress during the orientation program, as well as within individual units. For general information on the APR process, go to <http://www.utas.edu.au/students/learning/academic-progress>.

Students are also encouraged to contact lecturers or supervisors outside of the formal APRs if they are experiencing difficulties that are impacting on their ability to engage with learning materials and develop required competencies.

Furthermore, as students engage in Professional Experience Placements (PEP), there are additional requirements regarding placements for both Masters of Professional Psychology and Master of Psychology (Clinical) students.

Students are encouraged to familiarise themselves with this material via the [PEP website](#).

Additional queries in this regard can be directed to the Professional Experience Placement Coordinator Tracey Dean, or PEP Operations Officer Mike Plakalovic, email: michael.plakalovic@utas.edu.au or phone 6324 5007.

Seminars and Colloquia

Research Colloquia

During semester time the Division schedules regular research seminars or colloquia. A variety of speakers are invited to participate (both internal and external). The Division views these as an important educational resource for students and expects all postgraduate students, part-time and full-time, to attend them on a regular basis. In addition, students are welcome to present their research data, including practicing conference presentations.

Contact Associate Professor Raimondo Bruno, raimondo.bruno@utas.edu.au for further information.

Clinical Forums

A program of Clinical Forums is scheduled throughout the year. These offer the opportunity to discuss material presented during coursework units and to present additional topics not covered in coursework. The forums may also include case presentations by supervisors in the field. The Division views these as an important educational resource for students and expects all postgraduate students, part-time and full-time, to attend them on a regular basis.

Contact Dr Tracey Dean tracey.dean@utas.edu.au for further information.

Assessments

Over the course of your studies you will engage in several different competency-based assessments including written reports, quizzes, and objective structured clinical examinations (OSCEs). These are designed to ensure you have developed the requisite knowledge and skills to progress towards qualifications as a psychologist.

OSCEs

OSCEs are a hands-on, real-world approach to learning and assessment. OSCEs comprise a circuit of short (approximately 15-minute) stations, in which each student is examined on a specific set of skills learned within the semester. You will be provided with guidance on broad topic areas prior to the OSCEs (e.g. CBT skills), however will not be advised of specific content prior to undertaking the station. All stations require students to demonstrate an ability to apply both theory-based and skills-based learning to a simulated client problem.

OSCEs are held over a two-week period in the Medical Sciences Precinct at the end of each semester. Please refer to the Masters timetable in this handbook to ensure you are available for your scheduled time, as OSCEs cannot be rescheduled or deferred.

You are required to successfully pass the OSCE affiliated with each coursework unit to achieve a passing grade overall. In the event you receive an NN for your OSCE performance, you will be provided detailed feedback regarding areas for improvement and will sit a supplementary OSCE within two weeks of the first attempt. If you obtain a passing grade on your supplementary OSCE, you will receive an overall passing grade for the associated unit. If you are unable to achieve a passing grade on your supplementary OSCE you will be required to repeat the associated unit the following year. Students who undertake a

supplementary OSCE will also participate in the APR process (detailed in this Handbook) to ensure additional supports are available to support their continued academic and professional progress.

Format of Assignments

All written assignments must adhere to APA style and formatting guidelines, unless instructed otherwise by the lecturer setting the assignment. For APA style and formatting guidelines please refer to the APA Manual (6th edition).

Submission of Assignments

Assignments should be submitted by the due dates stated in the unit outlines for the units you are enrolled in. Assignments are usually submitted online via a MyLO Assignment Dropbox unless students are specifically instructed to submit an assignment via hard copy. Assignment submissions (for marking) via e-mail will not be accepted.

Extensions

Extensions may be granted in certain circumstances. To request an extension, apply to the Unit Coordinator using the Assignment Deadline Extension Request Form. This form can be found under the Assessment Extension Dropbox on MyLO and must be submitted to the same location. Extensions must be requested no earlier than one week prior to the submission due date, and no later than three days after the submission due date. All extensions must be submitted as described above. Other forms of extension request, including direct email and verbal applications for an extension, will not be accepted. All extension requests must be accompanied by proof-of-progress (i.e. the work you have completed on the assignment at the time of the extension request. NB: a list of references is not considered adequate proof-of-progress) or they will not be considered. **Students should not assume that all extension applications will be granted.** Students will be advised of the decision and if the extension is granted, submission arrangements will be made for the extended submission date.

Grading

All assessments within the Postgraduate Professional Training Programs at the University of Tasmania adhere to an ungraded pass profile. Similarly, your academic transcript will use this same grading system.

This means all assessable work will be graded as either UP (ungraded pass), or NN (fail grade), which indicates you need to continue towards developing that competency. You are required to achieve a UP on all assessment pieces in order to successfully pass a unit of study – be that coursework, placement, or thesis.

A UP grade equates to achievement of 70% or higher on a given task, and this benchmark must be achieved to be awarded a UP. This criterion is consistent with both the required performance on the National Psychology Exam, and within the School of Medicine, College of Health and Medicine, University of Tasmania.

Penalties

Where an assessment task has a stated maximum page length or word count, submissions that are over-length will receive a fail grade. Students may be given an opportunity to resubmit an assessment that is within the required page limit. However, this assessment may be different to the original.

If an extension has not been granted and approved, an assignment submitted after the designated due date will receive a fail grade. Students may be given an opportunity to resubmit an assessment within a specified timeframe. However, this assessment may be different to the original.

Return of Assignments

If an assignment is submitted via MyLO for marking it will be returned to the student via MyLO. Assignments are usually returned to students 3-4 weeks after the due date.

Academic Honesty

Academic integrity is concerned with mastering the art of scholarship. Scholarship involves researching, understanding and building upon the work of others and requires that you give credit where it is due and acknowledge the contributions of others to your own intellectual efforts.

At its core, academic integrity requires honesty. This involves being responsible for ethical scholarship and for knowing what academic dishonesty is and how to avoid it.

Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; e.g., using an author's words without putting them in quotation marks and citing the source; using an author's ideas without proper acknowledgment and citation; copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at <http://www.academicintegrity.utas.edu.au>

Self-copying/Re-submission of assessment:

It is not permissible to copy your own work, in part or in whole, and submit it for assessment in more than one unit of study at this, or another, University. This also applies to students repeating a unit. Unless otherwise approved, all assessment tasks undertaken in a unit must be done within the enrolment period.

Group work:

It is important that all group members make appropriate contributions to the required task. Copying from others or contributing less, little, or nothing, to a group assignment and claiming an equal share of the marks is not acceptable. When working as a member of a group or team, it is important to keep records of your own work. Even though you may have group discussions and work together, you must always write your own notes and keep records of what you have personally contributed to any group assessment product/s.

Sharing assignments and collusion:

Protect your academic work. The intentional sharing of your work potentially allows others to copy your work and cheat to gain an academic advantage. In these circumstances, both you and the person that copied your work may be subject to allegations of academic misconduct.

Penalties

Plagiarism is a serious offence which attracts penalties that may range from a fine or deduction/cancellation of marks to, in the most serious of cases, exclusion from a unit, a course, or the University.

Details of penalties are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see: http://www.utas.edu.au/_data/assets/pdf_file/0006/23991/Ordinance-9-Student-Discipline.pdf

Review of Results and Appeals

For re-assessment of assignments, the following procedure is applied within the Division:

1. Students should contact the Unit Coordinator in relation to queries about an internal assessment task.
2. A student may apply for review of the result of an assessment task within 10 working days of notification of the result only when there are academic or procedural reasons (e.g. comments in the feedback appear to be factually inaccurate, or there is an apparent inconsistency between the feedback and the grade awarded) for the request. The Unit Coordinator may decide to review the assessment. Where this reveals a calculation or other administrative error, the Unit Coordinator will correct the error, and if relevant provide further feedback on the assessment.
3. If a student still perceives the assessment to be unfair, they may make a request in writing to the Unit Coordinator, to have the assessment remarked by a review assessor, outlining the academic or procedural grounds for their request. A review of assessment depends on the School being able to reproduce the original marking conditions. This may not be possible where the assessment has a practical or performance component, or where work has been assessed by a panel or contains an oral component. Note that a remark of an assessment item may result in a mark that is lower than the original mark awarded.

The University has a formal process for review of results once the unit has been finalised. A student may apply for a review of their final result by submitting an 'Application for Review of Assessment' form through the Examinations Office. The review will consist of an administrative review to check that all relevant work has been assessed and all marks have been totalled correctly, and if deemed appropriate by the Unit Coordinator, a re-mark will be undertaken of the final assessment for the unit and/or an assessment task for which the result had not been released prior to finalisation of the unit. Please refer to UTAS Examinations & Results for the procedure of requesting final results review.

Postgraduate Studios

Masters students have a shared common room area allocated for individual or group study on the first floor of the Psychology Annexe building, at the rear of the University Psychology Clinic.

Access to Buildings/Rooms

Access to the Psychology Division buildings (Sandy Bay Campus) after hours and access to the postgraduate studios is via a proximity card. These can be purchased from the TUU Contact Centre (opposite the bookshop). To activate your card please see the Psychology Receptionist or the Psychology Administration Officer at the Sandy Bay campus. You will need to check with your supervisor regarding access to any special spaces. Keys to study rooms and other necessary facilities for research purposes are also obtainable after paying a deposit of \$15 which is refundable in full when the key is returned. Proximity cards must be returned when your enrolment ceases.

Information and Communication Technology (ICT) Facilities

The University provides a number of ICT services to all students, for which advice and guidance can be sought from the ITS Service Desk: www.utas.edu.au/service-desk or phone 03 6226 1818 or 1300 304 903

A summary of the key services are as follows:

Email

All students are provided with a University email address. The Student Centre will send you details of your email address and access password. Your POP account and password are printed on your Enrolment Statement and Fees Invoice. Email details are also available from the Service Desk. Take your University Staff or Student ID card as proof of identity.

It is essential that you regularly check your UTAS email account. Staff and the Student Centre regularly communicate to students via email. Please be aware that IT Resources recommends against forwarding university email. Staff are not obliged to correspond with students via personal email addresses and are often blocked from doing so by the University IT system.

Email is provided via [Office 365](#) including 'email for life' and Office Web Applications such as Word, Excel and PowerPoint

WiFi at UTAS is called 'eduroam'. Look out for the broadcast name and connect using your username and password. Further instructions are available here:

<https://www.utas.edu.au/it/communication-technologies/wireless-internet-access>

Printing is managed by the MyPrint printers located in the computer labs. For information about MyPrint go to utas.edu.au/myprint

Computer Labs are situated throughout all campuses, predominantly in Library spaces. There are also teaching and research computer labs with applications and resources specific to your studies at Psychology venues which your supervisor will advise you of

On-line learning is delivered via the [MyLO](#) service (My Learning On-line) and will act as the service to engage with your supervisor, collaborate with other students and submit work. More in depth information on these, and all other services provided by UTAS, can be found at the [service desk website](#)

Audio-Visual Equipment

Students are required to conduct recorded role plays for assessment in some units. The Psychology Division (Hobart Campus) has a consultation room and digital video cameras that can be booked for these purposes.

Please see the Psychology Administration Officer or Program Delivery Officer to make room and audio-visual equipment bookings.

Photocopying

Masters students can use the photocopier in the annexe building (Hobart students) or the staff photocopier at the Division of Psychology printing room (O-106) in Launceston (during business hours only). Students are assigned an individual PIN code to use these photocopiers. All enquiries regarding purchasing photocopying credit should be directed to Claire Byrne, the Psychology Administration Officer in Hobart.

Photocopying is available in the main libraries and the Contact Centre in the Union Building also provides photocopying services.

Students are expected to pay for their personal printing and photocopying: thesis preparation (binding, printing drafts as well as final copies), seminar/assignment references and seminar/assignment preparations are regarded as personal costs. Thesis research costs including additional photocopying of questionnaires and score sheets and research photocopying done for the thesis supervisor, may be supported from Lab Group funds, with prior arrangement and with approval of the thesis supervisor.

All photocopying and printing related to your coursework is the student's responsibility. Psychology administration staff do NOT do photocopying for students.

Please note that printing and photocopying policies and procedures change periodically as advised by the Psychology Administration Officer

Other Learning Facilities

Library Resources

The Psychology Division in Hobart is situated only 50 metres from the main University Library, the Morris Miller Library. The library collection includes over 650,000 volumes, almost evenly divided between monographs and serials (including continuations). In the monographs, there are between 10,000 and 12,000 volumes in the areas of psychology,

social psychology, educational psychology, clinical psychology, and closely related fields (e.g., psychologically relevant volumes in the collections attributed to psychiatry, statistics, genetics, etc.). In the serials collection, the Library has continuing subscriptions to approximately 400 serials regularly indexed in Psychological Abstracts, including most of the standard psychological journals, and there is access to PsycINFO and other abstract databases that are URL accessible via the network. The Launceston Campus also has a well-stocked library. The library also subscribes to many electronic journals.

At the beginning of each semester, library tours are conducted by library staff. If you are unfamiliar with the University Libraries, please contact the library for information about their tours.

Division of Psychology Test Library

The Psychology Division has an extensive Test Library of psychological tests and test materials, available for staff teaching and research, and for loan to students under the supervision of qualified users (i.e. academic staff with requisite qualifications). The Test Library also holds copies of past students' theses.

Please see the Test Library Users Guide (included as an appendix to this document) for further information regarding accessing and using resources.

Placement Training Facilities

The Psychology Division operates the University Psychology Clinic (UPC), on the Sandy Bay Campus as part of the postgraduate training in clinical psychology. The UPC provides a service to the community offering specialist clinical and generalist psychology assessments and intervention; providing postgraduate students opportunities to undertake supervised casework and embark on clinically-oriented research. The UPC does not accept UTAS students as clients, except for those students referred by the University Personal Counselling service or by Disability Services for Specific Learning Disorder assessment.

Mail

Postgraduate students share a mail pigeonhole in the main reception area for receipt of mail. There are also three pigeonholes for RHD students. Mail is delivered to the University twice daily and is distributed to staff and students via the pigeonholes. Messages are also left in these pigeon-holes. Please ensure you check regularly for incoming mail.

Tutoring

Some casual tutoring positions are available to postgraduate students each semester within the Division. Expressions of interest for these positions are usually communicated to postgraduate students by email before the start of each semester. Enquiries can be directed to either Dr Jim Sauer (Jim.Sauer@utas.edu.au) or Dr Kimberley Norris (Kimberley.Norris@utas.edu.au). Students considering undertaking a tutoring role should consider their ability to simultaneously complete all coursework, research and placement requirements alongside tutoring responsibilities which include teaching and marking.

Graduation

Students need to be aware that graduation **cannot** be guaranteed in any specific graduation round as several processes are required to be completed by the University administration following completion of all degree requirements.

Helpful information regarding these processes can be found on the graduation website at: <https://www.utas.edu.au/graduation>

Official Academic Transcripts

When applying for provisional and general registration as a Psychologist with AHPRA you will be asked to provide a copy of an official academic transcript which must be sent direct to AHPRA from the University. To do this please follow the instructions below:

You can order an official copy of your Academic Transcript through [eStudent](#):

- Navigate to the 'Results and Graduation' tab
- Select "Order Official Transcript" from the menu on the left
- Follow the prompts to place your order

You can also order a copy:

- Over the counter at one of the Student Services and Information Centres. Note: Cash is not accepted at any of our centres
- By printing a copy of the [Application for Academic Transcript order form \(PDF 363.5 KB\)](#) and either mailing or faxing it to the Student Services and Information Centre (details are on the form Note: Do not email the form – credit card payments **cannot** be accepted by email)
- By phoning the Student Services and Information Centre on 1300 361 928 (+61 3 6226 6111) and providing your credit card details

Whichever method you choose, make sure you nominate the address you want the transcript to be sent to, i.e. the AHPRA office you are applying to.

Please note that academic transcripts will not be printed for students with outstanding fees. Please check your fee status before you order as the transcript will be withheld until you have made payment.

NB When applying for General Registration you should ensure that all your FINAL RESULTS and confirmation that you have completed the degree requirements are displayed on your academic record before applying for your transcript.

Program Schedule 2019

| January | |
|----------------------|---|
| Mon 21 | University Psychology Clinic (UPC) re-opens; 2 nd Year Students continue/commence placements. |
| February | |
| Thurs 21-Fri 22 | Clinical Program Orientation, Safety In Practice Kits incl. National Police Check & Provisional Registration due (1 st Years) |
| Mon 25 | Semester 1 commences |
| March | |
| Fri 8 | Final day for Safety in Practice Kits, including National Police Check and Provisional Registration to be submitted and uploaded in InPlace (end of Week 2, Semester 1) |
| Mon 11 | Eight Hours Day, Public Holiday (Tasmania) |
| Fri 22 | HECS Census Date |
| April | |
| Thurs 18-Thurs 24 | Mid-Semester break, incl. Easter (UPC closed) |
| Thurs 5 | Semester 1 classes resume |
| Thurs 25 | Anzac Day, Public Holiday |
| May | |
| Fri 24 – Sun 26 | APS Conference 2019 (Melbourne) |
| Fri 31 | Semester 1 ends; Submission of written research proposals: 1 st Year MPsych(Clin) students |
| Fri 31 | Post-Graduate Staff/Student Consultation Meeting, 2-3 pm |
| June | |
| Mon 3 – Fri 7 | Study Break |
| Mon 3 | OSCE examinations |
| Tues 11 | Supplementary OSCE examinations |
| Sat 8 – Tues 25 | Semester 1 Examination Period |
| Mon 10 | Queen's Birthday, Public Holiday |
| Fri 14 | PEP SiP documents due 4 weeks prior to commencing placement: Working with Children Registration and Immunisation Record |
| Wed 26-Fri 5 July | Mid-Year Break |
| July | |
| Mon 8 – Wed 10 | Professional Experience Placement Orientation days |
| Wed 10 | Semester 1 results released |
| Fri 12 | Research proposal presentations: 1st Year MPsych(Clin) students |
| Mon 15 | Semester 2 commences. 1st Year Student placements commence |
| August | |
| Fri 9 | HECS Census Day |
| September | |
| Mon 2 – Fri 6 | Mid Semester break |
| October | |

| | |
|---|--|
| Fri 11 | Suggested submission of Master's Research Project: 2 nd Year MPsych(Clin) students |
| Fri 18 | Semester 2 ends |
| Mon 21 - Fri 25 | Study Break |
| Fri 25 | Deadline for research project extension requests: 2nd Year MPsych(Clin) students |
| October cont. | |
| Sat 26 –Tue 12 Nov | Semester 2 Examination Period |
| Thurs 31 - Fri 1 Nov | OSCE examinations |
| November | |
| Thurs 7 | Supplementary OSCE examinations |
| Fri 1 | Post-Graduate Staff/Student Consultation Meeting, 3-4 pm |
| Fri 15 | Final submission date of Masters Research Project: 2 nd Year MPsych(Clin) students*** |
| Wed 27 | Semester 2 results released |
| Fri 29 | External Advisory Committee Meeting, 3-5 pm |
| December | |
| Fri 13 | University Psychology Clinic closes |
| <i>Students should note that the University Psychology Clinic (UPC) is open from 21 January to 13 December</i> | |
| <i>Masters students can therefore expect to be on placements between these dates</i> | |

*****Note:** Submission of the thesis for marking at this time will mean that it will not be possible to graduate until the New Year. We encourage submission by October 11 at the latest to facilitate graduation by year's end, providing all coursework and placement requirements are also fulfilled.

MASTER OF PROFESSIONAL PSYCHOLOGY

Course Code: M7Q

Master of Professional Psychology (MProfPsych)

Course Duration

1-year full-time study or equivalent part-time study (maximum of 3 years). In order to apply for general registration as a psychologist, graduates of this program will need to have completed all components of the MProfPsych program plus a one year full-time or equivalent supervised internship. The internship year commences after graduation from the 5th year, is entirely independent of the University and is managed by the Australian Health Practitioner Regulation Agency (AHPRA). Candidates must remain provisionally registered from year 5 (i.e. the first year of the program) until they become eligible for general registration.

Mode of Delivery

The MProfPsych program is offered for full-time or part-time study on the Hobart campus. Full-time enrolment is the recommended study pathway for the program. To study the course part-time, students are required to seek prospective approval in writing from the Director of Postgraduate Professional Training. It is not recommended that students combine full-time study with outside employment due to the intensive nature of the program and the attendance requirements.

Overview of Major Course Components

Course Outline

In line with the course approval guidelines of the Australian Psychology Accreditation Council, there are two main components: coursework, plus professional experience placements. The course includes full coverage and mastery of the general knowledge and skills required by psychology practitioners. The course is structured to allow the integration of learning experiences across these components.

NB: With the exception of the research unit (KHA710), advanced ethics and professional practice (KHA757), and the professional practicum units (KHA730 and KHA759), the program is the same as the 1st year APAC accredited Master of Psychology (Clinical) program

Course Objectives

The Master of Professional Psychology is the 5th year of a 5+1 internship program comprising coursework, research training and practical placements. The course provides preparation for progression to a 1-year, Psychology Board of Australia - approved, internship program. Through the program students will develop professional skills plus both theoretical and empirical knowledge in line with the scientist-practitioner model. Research training including the ability to critically assess and apply research findings to inform evidence-based professional practice is also provided.

Within this program, students will:

- master the knowledge, principles and methods of the discipline and profession of psychology
- train in the conceptual skills required to apply the basic knowledge principles and methods in psychology to issues in professional practice
- acquire specific skills in the use of relevant procedures, technologies and techniques in the field of psychology
- endeavour to achieve rigorous appraisal of and improvement in their own practice
- maintain a scholarly and critical approach to the scientific foundations of psychology, and to the evaluation of one's own practice
- retain a desire to keep abreast of, and critically appraise research by others

Units of Study

| | Semester | Weight |
|--|----------|--------|
| KHA710 Clinical Research Skills | 1 | 6.25% |
| KHA711 Current Issues in Assessment | 1 | 6.25% |
| KHA713 Adult Psychopathology | 1 | 6.25% |
| KHA714 Behaviour Change 1 | 1 | 6.25% |
| KHA722 Clinical Child Psychology | 1 | 6.25% |
| KHA730 Professional Practicum 1 | 1 | 12.50% |
| KHA734 Ethics and Professional Practice | 1 | 6.25% |
| | | |
| KHA712 Psychopharmacology and Substance Use | 2 | 6.25% |
| KHA721 Advanced Assessment | 2 | 6.25% |
| KHA724 Behaviour Change 2 | 2 | 6.25% |
| KHA759 Professional Practicum 2 | 2 | 18.75% |
| KHA757 Advanced Ethics and Professional Practice | 2 | 12.50% |
| | | 100.0% |

Full details of unit content and assessments are contained in the individual unit outlines - see unit MyLO sites.

Master of Professional Psychology, M7Q internship

Within the MProfPsych, the 6th year (the +1 year of practical training), is a 1-year supervised practice internship which leads to general registration. The internship is arranged and developed independently by the student and must be approved by the Psychology Board of Australia. In order to apply for general registration as a psychologist, students will need to have completed both the university-based MProfPsych program and a 1-year internship. Students must also remain provisionally registered from year 5 (the first year of the program) until they obtain general registration.

On completion of the 1-year full-time (or equivalent) MProfPsych program, graduates may be eligible to apply for entry to a Masters program in an area of specialist practice, such as clinical psychology.

Completion of Formal Obligations

The Division of Psychology (School of Medicine) will withhold Master of Professional Psychology degree results until students complete specific University and School obligations. These are included on a formal checklist which you will be provided with close to the conclusion of your study. All requirements must be completed before you leave at the end of your studies.

MASTER OF PSYCHOLOGY (CLINICAL)

Course Code: M7L

Course Duration

2 years of full-time study, or equivalent part-time study (maximum of 5 years). Although all coursework is delivered within 2 academic years, course completion may take longer due to the timing of clinical placements or delays in progress with key milestones, such as progress with the research project. Students (whether domestic or international) cannot assume that they will be eligible to graduate in December of the second year of the program.

Mode of Delivery

The MPsych(Clin) program is offered for full-time or part-time study on the Hobart campus. Full-time enrolment is the recommended study pathway. To study part-time, students are required to seek prospective approval in writing from the Director of Postgraduate Professional Training. It is not recommended that students combine full-time study with outside employment due to the intensive nature of the program and their attendance requirements.

Course Outline

In line with the course approval guidelines of the Australian Psychology Accreditation Council, there are three main components: coursework, research, and professional experience placements. The course includes full coverage and mastery of the general knowledge and skills required by psychology practitioners as well as knowledge of the specialist areas of clinical psychology. The course is structured to allow the integration of learning experiences across these components.

Course Objectives

The MPsych(Clin) program aims to provide professional and research training in clinical psychology, such that graduates have the skills and knowledge to gain general registration and practice as general psychologists and be eligible for endorsement as a clinical psychologist after 2 years of post-qualification supervision in a registrar program. At this time, they will also be eligible to apply for membership to the APS College of Clinical Psychologists.

In line with APAC Standards, the MPsych(Clin) program involves a minimum of 2 years full-time (or equivalent part-time) study. It incorporates coursework units, clinical practicum and a research project. The primary objective of the MPsych(Clin) program is to provide training in the professional practice of clinical psychology. As the basic philosophy underpinning the MPsych(Clin) program is the “scientist-practitioner” model, training integrates coursework, research project, and practical placement experience.

Students will:

- master the knowledge, principles and methods of the discipline and profession of clinical psychology
- train in the conceptual skills required to apply the basic knowledge principles and methods in clinical psychology to issues in professional practice
- acquire specific skills in the use of relevant procedures, technologies and techniques in the field of clinical psychology
- endeavour to achieve rigorous appraisal of and improvement in their own practice
- maintain a scholarly and critical approach to the scientific foundations of clinical psychology, and to the evaluation of one's own practice
- retain a desire to contribute to the further development of scientific clinical psychology, and to keep abreast of, and critically appraise research by others

Unit Summary

| <i>Year 1 units</i> | | Weight |
|---|---------------|---------------|
| KHA711 Current Issues in Assessment | S1 | 6.25% |
| KHA713 Adult Psychopathology | S1 | 6.25% |
| KHA714 Behaviour Change 1 | S1 | 6.25% |
| KHA716 Research Design 1 | S1 | 6.25% |
| KHA721 Advanced Assessment | S1 | 6.25% |
| KHA722 Clinical Child Psychology | S1 | 6.25% |
| KHA734 Ethics and Professional Practice | S1 | 6.25% |
| KHA736 Research Thesis 1A | S1 | 12.50% |
| KHA739 Research Thesis 1B | S2 | 12.50% |
| KHA745 Clinical Placement 1 | S1, S2 | 18.75% |
| KHA724 Behaviour Change 2 | S2 | 6.25% |
| KHA735 Professional Practice 1 | S2 | 6.25% |
| | <i>Year 1</i> | <i>100.0%</i> |
| <i>Year 2 units</i> | | |
| KHA740 Professional Practice 2 | S1 | 6.25% |
| KHA746 Clinical Placement 2 | S1, S2 | 18.75% |
| KHA747 Clinical Placement 3 | S1, S2 | 18.75% |
| KHA749 Health Psychology | S1 | 6.25% |
| KHA751 Research Thesis 2A | S1 | 18.75% |
| KHA752 Research Thesis 2B | S2 | 18.75% |
| KHA712 Psychopharmacology and Substance Use | S2 | 6.25% |
| KHA741 Professional Practice 3 | S2 | 6.25% |
| | <i>Year 2</i> | <i>100.0%</i> |

Master of Psychology (Clinical), M7L Placements

Detailed information on the placement units is provided in the Clinical Placement Manual distributed at Orientation in February. All students are also required to attend placement orientation sessions at the University Psychology Clinic in mid-July of their first year. At these sessions, students will be given a copy of the Clinic Administrative Manual.

Please refer to these documents in the first instance if you have any queries about the placement program.

Students should note that they cannot commence placements until they have successfully completed the pre-requisite coursework units: **KHA711, KHA713, KHA714, KHA722 and KHA734**. All clinical placements are coordinated and approved by the Clinic Director. No placements outside of Tasmania will be considered.

Master of Psychology (Clinical) Research Project

General Information

The research component of the MPsych(Clin) program is an integral part of the program and gives students the opportunity to conduct an individual research project, with the aim of publication in a scientific journal. Students should commence their research as early as possible during the first year of the MPsych(Clin) Program. It is the objective of units KHA736 (Research Thesis 1A) and KHA739 (Research Thesis 1B) to prepare a proposal and commence the literature review and/or the collection of data. KHA751 (Research Thesis 2A) and KHA752 (Research Thesis 2B), during the second year of the program, focus on completion of the research project and the writing of the research report and journal article.

The scope and types of research projects undertaken in the Master of Psychology (Clinical) are informed by the following APAC Standards:

- 3.16 Critically evaluate contemporary scientific literature to inform practice.
- 3.17 Investigate a substantive individual research question relevant to the discipline of psychology

Scope of Research Project

The research project must be equivalent to an Honours standard thesis.

The research project should be conducted in an area of relevance to any area of clinical specialisation of the course and must have as its central focus the scientific analysis of a problem

The research project can be undertaken under supervision as an individual or a group project. As students will have completed a major research project previously, they should be demonstrating greater independence than at the fourth-year level. The project must be designed so that each student is required to undertake all of the steps involved in conducting an empirical investigation or enquiry, including:

- review of the relevant scientific literature
- the formulation of a research question or questions (or in the case of a literature review and a paper for publication, explication of a model or theoretical proposition)
- the design of an appropriate rigorous scientific method for investigating the question

- the collection and analysis of data
- the interpretation of findings and the preparation of a report

Students who wish to progress to a PhD following their Masters degree should initially discuss this with their research supervisor.

Types of Research Projects

The research project may take the form of one or more of the following:

- a critical review and empirical secondary data analyses (thesis)
- a critical review, pilot study, and full grant application
- a traditional empirical research project (thesis)
- a program evaluation study
- a study based on experimental single-case design
- a critical review and a meta-analysis
- a literature review and an article suitable for submission to a peer-reviewed international scientific journal

The total length of the project report must be at least 5000 words.

Data collected for a project must be available for inspection by APAC.

Project Approval and Ethics

It is Division policy that ethics approval cannot be sought, and data collection cannot begin until a student has submitted and presented their research proposal and received approval by the Division. In exceptional circumstances, explicit approval may be sought from the Director of Postgraduate Professional Training and Masters' Research Coordinator for research to commence prior to the proposal being approved. Not all projects e.g. meta-analysis of existing studies, require ethics approval. Where ethics approval is required, this must be obtained *before* data collection begins.

Selecting a Research Topic

Information on potential supervisors' interests and the topics they offer is provided on Orientation Day. Students should identify possible topics for research considering their own interests and requirements, the resources of the Division in terms of staff expertise, materials and equipment, and the general feasibility of the research, including (if applicable) any potential difficulties there may be in obtaining suitable or enough research participants in the time available.

Topics must have relevance to clinical psychology and should be selected so that arrangements can be made for ethics approval (if applicable) and any access to educational or health facilities well in advance of data collection. Obtaining official access to participants can sometimes prove an unnecessary difficulty for students which can be largely avoided through good preparation.

Research preferences are ranked and submitted by students no more than one week after Orientation Day and supervisors are assigned by the Division based on these preferences wherever possible.

Supervision

As per Division of Psychology requirements, the research project may be supervised either solely or jointly, but in all cases the primary supervisor must be an academic member of staff from the AOU presenting the course [*Division of Psychology*], and at least one supervisor should hold doctoral qualifications.

[APAC Accreditation Standards 1.7 and 1.8]

It is expected that the student and supervisor will have regular meetings by mutual arrangement, which may vary depending on the nature of the issues that are being addressed. A clear timeline and tasks to be achieved should be planned and regularly reviewed at supervision meetings.

A requirement is that the thesis should reflect the student's independent work, however, the development of the research project and the writing of the thesis are expected to occur in a consultative student-supervisor framework. The supervisor is expected to provide guidance on all aspects of the development of the thesis proposal, reviewing the literature, the conduct of the study, and writing the thesis.

In relation to the writing of the thesis it is expected that the supervisor will provide advice on the structure of the thesis, and although some supervisors may be prepared to read and comment on early drafts of the thesis, it is expected that each supervisor will provide timely feedback on a final draft of the thesis.

It is important for students to recognise that all supervisors are heavily committed to teaching and research programs and are working to multiple schedules. As a result, students will need to negotiate their schedules and allow their supervisor enough time to comment on written material.

The thesis is evaluated only on the independent efforts of the student and the unacknowledged incorporation of any work not conceived or conducted by the student will be regarded as a serious ethical breach and may also be subject to academic integrity investigation.

Timeline for MPsych(Clin) Research Project

| Time Period | Research Progress | Corresponding Unit |
|-------------------|--|--------------------|
| YEAR ONE | | |
| By end of March | Complete consultations with supervisor(s) and finalise decision on research topic | KHA736 |
| April - mid-May | In discussion with supervisor(s) prepare research proposal | KHA736 |
| 1 June 2019 | Submission of written research proposal | KHA736 |
| 14 June 2019 | Present research proposal | KHA736 |
| June - July 2019 | <ul style="list-style-type: none"> • Receive formal approval of research proposal from the Division of Psychology • Seek Ethics Committee approval (if required) • Commence literature review • Commence data collection (if applicable) | KHA739 |
| Aug - Dec 2019 | Continue literature review and data collection | KHA739 |
| YEAR TWO | | |
| Jan - May 2020 | <ul style="list-style-type: none"> • Finalise data collection • Complete draft literature review • Draft journal article | KHA751 |
| July 21 -Nov 2020 | Submit research project for examination and achieve a passing grade on this assessment | KHA752 |

MPsych(Clin) Research Proposal

Format of the Research Proposal

The MPsych(Clin) research proposal should be a maximum of four A4 pages (excluding references), typed in size 12 font (e.g. Times New Roman), with single spacing and standard margins. This is used as a handout for circulation to all staff and students and must be emailed to the Program Delivery Officer, no less than one week prior to presentation.

The proposal should summarise the research in a succinct manner, so that staff and students can read and understand the proposed study. It is a permanent record and is a useful point of reference later in the development of the thesis/research project by the student or by others pursuing related research. It also allows for contribution to the research proposal by people unable to attend the panel meeting.

The handout should be written to be comprehensible to a generally informed, but non-specialist, audience. Technical terminology should be explained. It should conform to the style expected in the psychological literature (e.g., consistent use of APA format). The content of the written proposal will vary according to the type of research project proposed.

In general, it should contain the following:

- **Title** (should be succinct and pertinent)
- **Student's name**
- **Supervisor's name** (or supervisors names in the case of joint supervision)
- **Statement of the issue to be investigated**, leading into essential background information in the form of theoretical positions and previously reported empirical studies. A lengthy review of the literature is not required. The handout should contain the rationale for the proposed study and state clearly the aims (and hypotheses when appropriate) to be investigated. The expected scientific or applied contribution of the research can also be stated.
- **Methodology of the research**, including:
 - **Design**: A concise description of the methodology. Depending on the type of research project, this could include:
 - **Research Participants**:
The characteristics and methods of selecting participants and the basis of allocation to particular groups, or matching, where relevant:
MPsych(Clin) projects can use archival data, although cannot replicate a previously completed study.
Students need to explain how their project will be different from all previous studies that have used the same data set.
Also note that the data collected must have been approved by an acceptable human research ethic committee and adhere to policies of the National Health and Medical Research Council (NHMRC).
Please note that proposals in which it is anticipated that new clinical populations will be used will need a back-up plan for participant recruitment included in the proposal document should difficulties be encountered with obtaining a sufficient sample size.
If the research project is taking the form of a critical review, then an overview of the studies to be covered (and their sources) needs to be presented.
 - **Instruments/materials**:
A brief description of the instruments to be used and the measures to be obtained should be included.
Standardised procedures and tests should be fully referenced.
If the study design involves the development of instruments, issues of validity and reliability should be addressed.
 - **Procedure**:
Outline exactly how data are to be collected from participants, along with any control procedures.

- **Analysis:**
Specify as precisely as possible the statistical tests that will be used to test the experimental hypotheses.
- **Ethical considerations:**
Any potential risks to participants through participation must be described and how these are to be minimised.
Steps to preserve anonymity and confidentiality must be described as must any briefing and debriefing procedures.
For all participants, recruitment and consent procedures must be outlined.
- **Budget:**
Include an accurate budget estimate (such as costs of equipment, computer software and programming, test consumables, payment of participants, etc.) to reflect the anticipated costs associated with the research.
- **Timeline:**
A timeline for the collection of data, analysis of the data and writing up of the literature review and research study should be included, bearing in mind the deadline for submission.
The timeline should be negotiated between the student and supervisor and should allow for drafts to be submitted for supervisor comment before the final deadline.
- **References:**
Include only those cited in the handout, which should be those most essential to the proposal.

As the proposals are photo reduced for handouts, it is important that they be clearly laid out, with suitable spacing, headings and sub-headings to enhance legibility.

Research Proposal Presentation

Following the submission of the written research proposal, all candidates are required to present their proposal at a seminar, on Friday 12 July 2019, which will be attended by academic staff (including members of the Proposal Committee) and fellow students.

An MPsych(Clin) proposal presentation takes 20 minutes, 15 minutes for presentation and 5 minutes for questions.

Research Proposal Evaluation

Following presentation of the proposal, the Proposal Committee members will make an assessment using the following criteria:

- clarity & cohesiveness of introduction & background of the study or review
- clarity and soundness of rationale provided for conducting the study or review
- clarity and cohesiveness of translation of the rationale into hypotheses OR of the review objectives and inclusion and exclusion criteria
- appropriateness of the methodology
- feasibility issues (e.g. Sound recruitment plan, time involved in seeking and reviewing articles etc)
- appropriateness of the scope of the project (e.g. too large for MPsych)
- appropriateness of the statistical analyses proposed or meta-analytic approach

If the Committee needs clarification on any issue you and your supervisor may be asked to attend a meeting. Following discussion and further meetings if required the Committee will grade a proposal as:

- accept, no changes suggested
- accept, but minor revisions recommended (*These revisions are recommended but not mandatory. You may proceed with your research.*)
- reject pending major revisions (*These revisions are mandatory and must be addressed prior to re-submission of your proposal to your supervisor and the MPsych Masters Research Co-ordinator.*)

You will then be provided with a copy of the approval or report on your proposal.

If you receive either of the "accept" grades you may apply to the appropriate committee (if required) of the Human Research Ethics Committee (Tasmania) Network (you will find these forms on the Office of Research Services Website) for ethics approval and commence your research once ethics approval has been obtained.

If you receive a "reject pending major revisions" grade you will receive a letter advising that approval to commence research is subject to certain changes being made to the proposal and, in this case, approval will be given on receipt of a revised proposal which incorporates the agreed changes or provides reasonable reasons for not adopting the proposed changes. If this is not accepted, then the student will make another presentation which may be on a new, or substantially revised, topic (evaluated as described for the initial presentation).

Recruiting Research Participants

Some students may want to recruit human research participants from the University of Tasmania's volunteer participant pool. This pool is very limited. Any request for participants from the pool must be made through your supervisor and you are advised to make the necessary arrangements as soon as possible. If your research requires accessing undergraduate students during class time e.g., completion of questionnaires, you should, in

conjunction with your supervisor, approach the unit coordinator for that unit prior to recruitment.

If you need to recruit participants for your project via the media (psychological topics are of great interest to the general public and media), it is very important that all contacts with the media are handled with caution. Often the media will wish to conduct follow-up interviews of psychological interest. There are guidelines which should be adhered to for media releases, including adverts in newspapers, talks on TV or radio, etc.:

- in general, the Associate Head of the Division of Psychology, in collaboration with the Head of the School of Medicine, will review and approve all media release activity and ensure it complies with Faculty of Health policies. You will also likely liaise with the media liaison for the College of Health and Medicine. No media activity is to be engaged in without prior approval from the Associate Head of the Division of Psychology
- all media releases, which have the primary aim of recruiting participants, should state that the study has ethics approval from the relevant ethics committee
- information given in any release should not provide material that may lead to a potential participant having negative feelings
- all media release activity should be conducted professionally
- if in a media release you say that you will be available, then you must be available
- make sure you make your name and contact phone number available in all releases

Research Resources

The University attempts to support research fully, being mindful of budgetary constraints. All supervisors are assigned funds to support the research of postgraduate students. Your research proposal will include a budget allocation, which should be discussed with your supervisor prior to presentation of your proposal. In all cases, you should organise purchase of research tools (tests, equipment, stationery etc.) through your supervisor, to obtain approval for expenses.

Any spending by students on items for research must be:

- prospectively approved by the supervisor who will specify items and sign the authority
- approved by the Division's Senior Administrator who will check whether items are held in stock or may be purchased at a more competitive rate through an official University supplier.

Authorised Travel for Research Purposes

If your research requires travel to interview participants, please obtain authorised approval from your supervisor and then contact the Psychology Administration Officer to complete the necessary paperwork **PRIOR** to travelling. Travel expenses cannot be reimbursed if this process is not followed.

Research Facilities

Not all research is carried out within the Psychology Division's laboratories which are in the Psychology Research Centre.

The Division enjoys excellent relations with other Divisions and Schools in the Faculty of Health, the State Department of Education, and the Department of Health and Human Services (DHHS). Several postgraduate students have utilised these relationships to conduct research in local schools, mental health facilities, and hospitals.

The Research Report/Thesis

Format

Your research report/thesis should be double-spaced and typed in 12-point Times New Roman type. The text should be typed on one side of the paper only, with a left-hand margin of 4 cm to permit binding. All other margins should be at least 2.5 cm. All pages of text, including tables and figures, should be numbered consecutively. The introductory pages described below should be numbered with Roman numerals. The first (title) page is not numbered.

The report/thesis should be set out as follows:

Title page: This page is not numbered, and should be set out as follows:

Title (approximately 12 words)

Student Name

Relevant Previous Highest Degree, e.g. BA (Hons)

A report submitted in partial requirement for the degree of Master of Psychology (Clinical)
at the University of Tasmania

p. ii -- Statement page:

Statement

I declare that this research report is my own work and that, to the best of my knowledge and belief, it does not contain material from published sources without proper acknowledgement, nor does it contain material which has been accepted for the award of any other higher degree or graduate diploma in any university.

(Signature)

p. iii -- Acknowledgements page: If you received any special assistance in terms of finance, equipment, facilities, access to subjects, advice etc., you must acknowledge it. This is both a matter of courtesy as well as a matter of integrity (to avoid the possibility of taking credit for the work of others). Take care not to identify sources of participants e.g., schools, hospitals, by name as that may breach confidentiality. Present the acknowledgments in a professional and succinct manner. It is also expected, and common courtesy, that you acknowledge your supervisor and study participants in this section as well as any other individual or entity that assisted in the undertaking (including participant recruitment) of this project.

p. 1 Abstract page: (from this point on, all pages in the report should be numbered consecutively)

The Abstract should be a stand-alone single page, containing a concise, accurate and self-contained summary of the review. Aim for around 250 words.

The total length of the project report must be at least 5000 words.

In addition to the few introductory pages as listed, the actual report should be written using the format mentioned in the Publication Manual of the American Psychological Association. Use the format (in style, content, flow and organisation) that corresponds to your research type (see Chapter 1 of the current Manual). The manual mostly provides details of the format for an empirical report. There is no set way of setting out Masters theses. Some supervisors may recommend preparation of your manuscript to match the format of a particular journal, in order to facilitate submission of your thesis for publication. By negotiation with your supervisor and the co-ordinator of the MPsych(Clin) research thesis units, in these situations you may be approved to prepare your manuscript in keeping with the particular target journal if it does not use APA formatting. However, please note that the total length of the submitted project report *must* remain at ≥ 5000 words, regardless of the specifications of the target journal.

Projects that are systematic reviews of meta-analyses should be compliant with guidelines for this type of research. You may find the following resources helpful:

- PRISMA Statement Website: <http://www.prisma-statement.org/>
PRISMA stands for Preferred Reporting Items for Systematic Reviews and Meta-Analyses. It is an evidence-based minimum set of items for reporting in systematic reviews and meta-analyses.
- “Guidance on the Conduct of Narrative Synthesis in Systematic Reviews”
Available on various websites including:
http://www.academia.edu/305812/Guidance_on_the_Conduct_of_Narrative_Synthesis_In_Systematic_Reviews
- The Handbook of Research Synthesis and Meta-Analysis edited by Harris Cooper, Larry V. Hedges and Jeffrey C. Valentine (2009).
- J R Soc Med. 2003 Mar;96(3):118-21. Five steps to conducting a systematic review. Khan KS, Kunz R, Kleijnen J, Antes G.
- If you are reporting case-controlled, cohort or cross-sectional studies, please refer to the STROBE Statement for a checklist of information to report (<http://www.strobe-statement.org/index.php?id=available-checklists>)
- For RCTs, the CONSORT statement provides a series of recommendations for reporting randomised trials (www.consort-statement.org). Many of the CONSORT recommendations are helpful points to consider in providing clear reporting of any experimental study.

Submission of MPsych(Clin) Research Report/Thesis

The final report submission date is close of business on 15 November 2019, for those in their second year of study in 2019.

Earlier submission of the research report, by early October, of your second year of study has the advantage of *possible* graduation in December (this cannot be guaranteed, being dependent on examiner availability, the extent of the required revisions to the report after examination, and of course completing all other degree requirements i.e. coursework and placements).

NB: If you submit your thesis after this date, it is extremely unlikely that you will complete all the thesis requirements in time for your final thesis result to be submitted with the main results in mid-November.

Please note that students must obtain the permission of their supervisor before submitting their thesis for assessment.

The final version of your thesis should then be submitted to the Program Delivery Officer. The format required is:

- Two unbound copies (pages securely fastened together e.g. bulldog clip) of the thesis plus two CDs or USB sticks containing your data
- Electronic copy of the thesis in both MS Word and PDF format emailed to the Program Delivery Officer
- Electronic copy of the thesis in MS Word format submitted to the KHA752 Research Thesis 2B unit Dropbox (Turnitin) on MyLO

Examination of Research Report/Thesis Process

- Your research report will be examined by two examiners. Your supervisor/s will not be involved in the assessment of any thesis they are involved with supervising. Examiners are requested to complete and submit their examination reports to the Postgraduate Masters' Research Coordinator within three weeks of receiving the research report.
NB: Examiners' names remain confidential and are not released to candidates.
- On receipt of both examiners' reports, the Director of Postgraduate Professional Training and/or the Postgraduate Masters' Research Coordinator will review the reports. Students should note that it is not unusual for revisions to be requested. Revisions should be discussed with research supervisors and may need to be completed in order to achieve a passing grade on the research thesis. If one or more examiners fail the research report the student will be requested to re-submit the research report for further assessment within a specified time period
- When a final determination has been made the Postgraduate Masters' Research Coordinator will write to the student advising the result of the examiners' reports

and invite the student to make corrections, considering the points made by the examiners as appropriate and based on the details of the assessment reports. The student will be asked to contact their supervisor(s) to discuss any recommendations for corrections or revisions made by the Postgraduate Masters' Research Coordinator

- Following revision, the student is required to submit an electronic copy of the revised thesis (using Track Changes) to the Postgraduate Masters' Research Coordinator via the Program Delivery Officer, with a covering letter detailing how the examiner's comments have been addressed, point by point.
- Once revisions have been completed to the satisfaction of the supervisor(s) and Postgraduate Masters' Research Coordinator the candidate will be requested to submit two hardbound copies of the research report to the Program Delivery Officer. One copy will be catalogued and retained in the Division's Test Library whilst the student is encouraged to give the second copy to their supervisor
- Students are also required to submit their final thesis to the Open Access Repository <https://utas.libguides.com/theses/submitting>
- When all formal obligations have been met (see below) the final result for unit KHA752 Research Thesis 2B will be submitted to Faculty (as an ungraded pass grade, UP). Providing all other placement and coursework unit requirements have also been completed and the corresponding results submitted, the student will be eligible to graduate.

NB The date of submission of the final result for KHA752 will be dependent on:

- the date the thesis is submitted for examination
- the extent of the revisions required after examination
- the time taken by the student to complete the necessary revisions
- the date of submission of the hardbound copies of the thesis
- receipt of signed confirmation that all formal obligations have been completed

Students cannot assume that they will have completed all degree requirements to be eligible for graduation in the December of their final year.

It is very important that students be aware that they cannot apply to AHPRA for general registration until after final results have been submitted and approved for all units, and all degree requirements have been completed; and that this information is stated on your transcript.

Once you submit your application for full registration to AHPRA, it will be a minimum of two weeks before your application is reviewed. At peak times (for example, around

graduation from October-February and May-June), longer wait-times are to be expected. Applications will be attended to in the order in which they are received, regardless of student work status or commitments. As such, students are reminded to take this into consideration when applying for roles that require full registration.

Completion of Formal Obligations

The Division of Psychology (School of Medicine) will withhold Masters' degree thesis results until students complete specific University and School obligations. These are included on a formal checklist which you will be provided with and include:

- submission of two hardbound copies and both MS Word and PDF copies of the final version of the research project to the Program Delivery Officer in Hobart
- submission of the final thesis to the Open Access Repository
<https://utas.libguides.com/theses/submitting>
- the provision of a summary of the Masters' research for posting on the Division of Psychology's web page (see below). For some projects this forms part of the formal debriefing process for research participants, unless this is excluded by the ethics approval. This research summary must be submitted to the thesis supervisor for acceptance as to accuracy, completeness, (and to avoid harm to participants where relevant)
- raw data files (the data on which analyses are based) must be submitted to your supervisor to satisfy archiving requirements for research data - electronic data files must be given to supervisors in their preferred format e.g. as an e-mail attachment, storage drive, DVD or CD-ROM - check with your supervisor as to the preferred format for data transmission and storage
- an MS Word file containing the final version of your thesis must be given to your supervisor
- you must comply with your supervisor's requirements to ensure data storage conditions comply with your Ethics approval
- you must return keys to the Psychology Administration Officer in Hobart, or to Security Services in Launceston
- return any borrowed books, articles, or equipment to the appropriate source
- update your contact details on the eStudent system

All of these requirements must be completed before you leave at the end of your studies.

Web Summary

Clinical students are required to submit a summary of their research findings for the Division's website. Research abstracts are not understandable to the lay public and do not help our endeavours to market the Division as a place of exciting, worthwhile research nor share the important new information our research efforts have produced. The guidelines include the requirements that the summary has a title, is limited to a maximum of 200 words in length and is presented in lay language that is understandable to the general

public. Provision of this lay statement fulfils the frequent requirement by the Ethics Committee to provide research participants with the opportunity to find out about the project results. It also means that we have a website that is interesting and engaging to the broader community and potential future students. Web summaries are to be forwarded to the Program Delivery Officer.

Publishing Research

All researchers have an ethical obligation to try to publish the results of their research. Students are also encouraged to seek publication of their completed research as this will disseminate its findings to the professional community in addition to adding strength to their curriculum vitae.

Individual supervisors may have an agreement with their students regarding publication of results.

In general, students should be named on any publication arising from their research if the standard for authorship in the relevant journal is met. It is recommended that students and supervisors discuss issues in relation to publication and authorship order early in the course of candidature. Where possible, this should be documented. It is recommended that timeframes are included for activities from all contributing authors. This allows for the fact that it is reasonable to renegotiate the original agreement if a party does not contribute what was agreed or if too much time has elapsed since the study was completed. If supervisors have a written agreement with a student, the proforma of this agreement should be submitted to the Postgraduate Masters' Research Coordinator (Assoc Prof Raimondo Bruno) prior to signing by student and supervisor. Copies of signed agreements will be retained in the student's file. The templates provided by the American Psychological Society (detailed below) provide a very useful structure for such documents.

Ordering of authorship on publications is decided in consultation with the supervisor for each individual project and depends on factors such as the design/conceptual development of the project, the relative amount of work completed on the manuscript (including writing, data analysis and interpretation, and revision of submitted drafts), how closely the manuscript relates to the thesis and the time elapsed since the study was completed.

Useful guidance for decisions on authorship is available on the following websites:

- International Committee of Medical Journal Editors "Defining the role of Authors and Contributors" - www.icmje.org
- American Psychological Society website has:
 - o Guidelines for publication practices - <http://www.apa.org/research/responsible/publication/index.aspx>;
 - o and tips, tools and scoresheets for determining authorship credit: <http://www.apa.org/science/leadership/students/authorship-paper.aspx>

Students should familiarise themselves with:

- the University of Tasmania's Responsible Conduct of Research Framework
<http://www.utas.edu.au/research-admin/research-integrity-and-ethics-unit-rieu/research-integrity/university-of-tasmania-responsible-conduct-of-research-framework>
- and with the Authorship of Research Policy
https://www.utas.edu.au/data/assets/pdf_file/0004/411961/Authorship-of-Research-Policy-December-2017.pdf

In addition to plagiarism, responsible and ethical conduct of research requires that all researchers have confidence in research undertaken and reported to peers. The falsification and fabrication of data is inconsistent with academic integrity. Falsification of data refers to the selective modification of data collected in the conduct of experimental research, the misrepresentation of processes or uncertainty during statistical analysis of the data. Falsification may also involve the selective omission, deletion or suppression of data inconsistent with the research objectives. Fabrication of data refers to the creation of records of research for which there is no basis in fact, with the intent to mislead or deceive.

NB: The University, or any persons authorised by the University, may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

Division of Psychology: Academic Staff

Professors

| | |
|--|--------|
| Juan Canales, BA-MA <i>Valencia</i> MSc <i>London</i> DPhil <i>Oxford</i> | Hobart |
| Andrew Heathcote BSc(Hons) <i>Tas</i> , PhD <i>Queens</i> | Hobart |
| Jenn Scott, BA <i>UQ</i> Grad.Dip.Psych <i>Tas</i> MCP <i>UQ</i> PhD <i>Griffith</i> | Hobart |

Associate Professors

| | |
|---|------------|
| Raimondo Bruno, BA (Hons), PhD <i>Tas</i> | Hobart |
| Luke Johnson, BA <i>Monash</i> MSc <i>LGH</i> DPhil <i>Oxford</i> | Launceston |
| Nenagh Kemp, BA (Hons) <i>Tas</i> , DPhil <i>Oxon</i> | Hobart |

Senior Lecturers

| | |
|--|------------|
| Michael Garry, BHK PhD <i>UBC</i> | Hobart |
| Cynthia Honan, MClinPsych <i>Macq</i> , PhD <i>UNE</i> | Launceston |
| Mandy Mathewson, BA (Hons) PhD <i>Tas</i> | Hobart |
| Kimberley Norris, BA (Hons) PhD (ClinPsych) <i>Tas</i> | Hobart |
| Matthew Palmer BA Grad Dip Psych PhD <i>Flinders</i> | Hobart |
| Jim Sauer, BPsych(Hons) PhD <i>Flinders</i> | Hobart |

Lecturers

| | |
|--|------------|
| Helena Chui, BSSc (Hon) <i>CUHK</i> MSc <i>LSE</i> PhD <i>CSU</i> | Launceston |
| Allison Matthews, BSc(Hons) PhD <i>Tas</i> | Hobart |
| John Mercer, BA <i>JCU</i> , Grad Dip Psych <i>UNE</i> , MPsych <i>Monash</i> , PhD <i>UniMelb</i> | Launceston |
| Christine Padgett, BPsych (Hons) <i>Tas</i> | Hobart |
| Michael Quinn, BA(Hons), PhD(Clin Psych) <i>Tas</i> | Hobart |
| Jason Satel, BSc (Hons), PhD <i>Dalhousie</i> | Launceston |
| Leesa Van Niekerk, BA(Hons) PhD (ClinPsych) <i>Tas</i> | Hobart |
| Amy Washington, BA (Hons) PhD (ClinPsych) <i>Tas</i> | Hobart |

Associate Lecturers

| | |
|--|---------------|
| Emily Lowe-Calverley, BPsych(Hons) <i>Tas</i> | Hobart |
| Crystal Meehan, BPsych (Hons 1) PhD <i>UoN</i> | Hobart |
| Emma Rouse, BA (Hons) PhD (ClinPsych) <i>Tas</i> | Hobart |
| Kate Talsma, BA (Hons) BSci (Hons) MEd PhD <i>Tas</i> Coast | Hobart/Cradle |

Manager, University Psychology Clinic

| | |
|--|--------|
| Tracey Dean, BA(Hons), DPsych(Clin) <i>Tas</i> | Hobart |
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Post-Doctoral Research Fellows

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|--|--------|
| Mark Hinder, MSci <i>Bham</i> MSc <i>Canada</i> PhD <i>UQ</i> | Hobart |
| Rebecca St George, BA BSc <i>UoN</i> BSc(Hons) PhD <i>UNSW</i> | Hobart |



UNIVERSITY of
TASMANIA

**College of Health
and Medicine**

Test Library Users' Guide

2019

**College of Health and Medicine
Division of Psychology**

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Introduction

The Division of Psychology (the Division) has an extensive library of psychological tests, test materials, DVDs, theses and reference books available for:

- Staff teaching Psychology Honours and Postgraduate students
- Research by Division staff, Psychology Honours and Postgraduate students
- Supervised use on placement by Postgraduate students either in the University Psychology Clinic (UPC) or on approved external placement

Location

The Test Library collections are located at two sites:

Sandy Bay Campus (Hobart)

The Hobart Test Library is located on the ground floor of the Social Science building, room 110, near Psychology Reception. To access the Test Library, or for any Test Library related enquiries, please contact the Program Delivery Officer or the Academic Staff Liaison Member (Hobart).

Newnham Campus (Launceston)

The Launceston Test Library is in Room NH.124 in the Division of Psychology, Newnham Campus. To access the Test Library, or for any Test Library related enquiries, please contact the Academic Staff Liaison Member (Launceston).

Hours of Opening

Hobart

9:00 am to 5:00 pm Monday to Friday

Collection and return of items must be arranged during these hours. The Test Library is not open at weekends or on Public Holidays.

Launceston

9:00 am to 5:00 pm Wednesday and Thursday,

9:00 am to 12:00 pm Friday, and by arrangement with Dr Cynthia Honan on Monday and Tuesday.

Who Can Use the Test Library?

Test Library resources are for the use of registered borrowers only and must not be lent to, or used by, any third party under any circumstances.

The use of all test materials must be supervised by a qualified user i.e. a registered psychologist.

Test Library resources can be used by the following registered users for the purposes given only:

| Category | Approved Purpose of Loan and Usage |
|---|---|
| Members of UTAS Division of Psychology Staff (<i>Profile and Contract staff only</i>) | Loans permitted For teaching and research purposes only |
| Division of Psychology Post-Doctoral/Research Fellows | Loans permitted For teaching and research purposes if registered or under the supervision of a Registered Psychologist |
| Enrolled UTAS Postgraduate Psychology Students | Loans permitted For research, assignment and placement purposes |
| Enrolled UTAS Postgraduate Psychology Research Students | Loans permitted For research purposes only |
| Enrolled UTAS Psychology Honours Students | Short term loans permitted – Theses only For research and assignment purposes |
| Enrolled undergraduate psychology students | Loans not permitted May use the test library by appointment for assignment purposes, but cannot borrow resources |
| Honorary Associates of the Division of Psychology | Loans not permitted May use the library by appointment for research purposes |
| Registered psychologists in private practice and government depts. | Loans not permitted Registered Psychologists may arrange to view tests in the test library by appointment |
| Registered psychologists working in other UTAS departments | Loans not permitted Registered Psychologists may arrange to view tests in the test library by appointment |
| Approved Field Supervisors | Loans not permitted Registered Psychologists may arrange to view tests in the test library by appointment |

Private Practice and External Placement

Staff, placement supervisors and honorary associates may not borrow tests for use in private practice.

Psychology postgraduate students may borrow tests, for use with external placement clients only, and students must not borrow tests on behalf of their placement supervisor for their placement supervisor's own use.

Test Categories

All Test Library users should note that all psychological tests are categorised by the publisher and can only be borrowed by those who have the appropriate qualifications. Examples from frequently used publishers follow:

Pearson Clinical Australia usage levels:

- **Level A**
No qualifications necessary – can access tests with level A only
- **Level B**
Allied Health or Special Education Professional – can access tests with levels A, B, T or HR
- **Level C**
Registered Psychologist – can access tests with levels A, B, C, T or HR
- **Level HR**
Human Resources Professional – can access tests with levels A or HR
- **Level M**
Medical Practitioner – can access tests with levels A or M
- **Level P**
Exercise Physiologist and Podiatrist – can access tests with levels P or A
- **Level S**
Speech Pathologist – can access tests with levels A, B, S, T or HR
- **Level T**
Teacher, Social Worker, Nurse and Early Childhood Professional – can access tests with levels A or T

Psychological Assessments Australia usage levels:

- **Level A**
To qualify at this level, customers must be Registered Psychologists with post-graduate training in Psychology. Registered Psychologists without post-graduate training can qualify if they produce evidence of attendance at suitable training programs in specific test administration and interpretation. Level A users will be able to purchase assessments from all qualification levels.
- **Level B**
To qualify at this level, customers must be Registered Psychologists, or 4-year Psychology graduates undergoing supervision. Provisionally registered psychologists will be required to submit their supervisor's registration details. Level B users will be able to purchase assessments indicated Level B and/or Level C and/or Level M.
- **Level C**
To qualify at this level, customers must be graduates in a field related to the area of test usage and have had some experience and/or additional training in test administration and interpretation. Non-graduates with extensive relevant experience and the completion of appropriate training programs will also be considered for registration at this level. Level C users will be able to purchase assessments indicated Level C only.
- **Level M**
To qualify at this level, customers need to have completed a specialized degree in the health care field and be a member of an appropriate professional society. Level M users will be able to purchase assessments indicated Level M and Level C.

Extract from: <http://www.psychassessments.com.au/Global/User-Levels.aspx>

Test Library Holdings

The Test Library holdings include:

- Current editions of the most widely used group and individual psychological test kits. There is a wide range of tests for intellectual and developmental assessment, cognitive and clinical assessment, occupational and vocational testing. Examples include: WAIS, WMS, WISC, WIAT, CMS, Stanford-Binet, Bayley Scales, WPPSI, MMPI-2, 16PF, MCMI.
- Copies of past theses - Honours, Masters, DPsych(Clin) and PhD
- Psychology DVDs (see Program Delivery Office)
- Psychology reference text books including the DSM-5 and Code of Ethics (located in Program Delivery Office)
- Temporary collections of books and DVDs on loan from staff (reference only)
- Two Panasonic HD video cameras (see Program Delivery Officer)

University Psychology Clinic (UPC)

UPC currently holds the following test kits which are reserved for use in the clinic only:

- D-KEFS - Delis-Kaplan Executive Function System
- TEA-Ch - Test of Everyday Attention for Children
- CMS - Children's Memory Scale
- NEPSY-II - A Developmental Neuropsychological Assessment
- WISC-V - Wechsler Intelligence Scale for Children
- WIAT-II - Wechsler Individual Achievement Test
- WMS-IV - Wechsler Memory Scale
- WAIS-IV - Wechsler Adult Intelligence Scale
- WJ III - Woodcock Johnson-III Ability
- WJ III - Woodcock Johnson-III Achievement

UPC kits are stored in locked cupboards in the University Psychology Clinic administrative office and are for use by students on placement in the UPC only. These kits cannot to be removed from the UPC.

Accessing the Online Catalogue

Psychology Staff, honours students and postgraduate students are able to access the Test Library catalogue by using the desktop icon on their computer or by going to:

<http://openbiblio.health.utas.edu.au/opac/>

To perform a search, select the search category by clicking on the drop-down menu, located to the left of the search box, type in the appropriate wording and click on "Search".



All test kits and other materials are catalogued in the system including:

- All theses – catalogued using search items provided by the researcher/author
- All test kits
- All audio-visual resources
- All reference books

Borrowing Procedures and Conditions

1. Confirm you are an eligible Test Library User

Check that you are eligible to access and use the Test Library User (see table on page 4)

2. Searching the Catalogue

See instructions above for accessing the catalogue.

If an item is catalogued, you can then look for it in the library or check the Loan Sheet to see if it is already on loan.

3. Booking a Test Kit

Tests kits are often in high demand and must be pre-booked. You must complete the booking form and send this to the Program Delivery Officer or Administration Officer who will place your booking on the online Test Library Resource Booking System.

Test kits must be booked in advance and only after the booking form is complete and submitted. Please be aware that kits are not always available for loan without a booking.

Additional kits are maintained in the UPC but these test kits cannot be taken outside UPC.

Students on external placement requiring Test Library kits or other resources for scoring must have their booking form signed by your external placement supervisor.

To use Test Library kits and resources:

1. Pre-book the kit/resource with the Program Delivery Officer or Administration Officer ensuring you provide
 - Full name of kit required: e.g. WISC-V, WAIS-IV etc
 - Purpose of loan: e.g. practice, scoring, UPC client, external placement etc.
 - exact collection time
 - exact return time

You will be provided with confirmation of your request and (where applicable) the kit number that has been booked for you. It is essential that you take the designated kit.
2. Collect the kit from the Test Library and complete the loan register provided.
3. Check that all items are in the kit as per the checklist and inform the Program Delivery Officer or Psychology Administration Officer immediately if any component is missing.
4. When returning the kit/resource check all items are present as per the checklist provided with each kit before signing the kit back into the Test Library
5. All kits and materials borrowed from the Test Library must always be kept under secure conditions . The student room in the UPC is not a secure space and kits and other materials should be returned to the Test Library or locked in the UPC administration office if you need to leave them.

Students on placement at UPC should book and use the on-site kits before using Test Library resources. To book UPC kits:

1. Book the kit in the Clinic Booking System, in the following format for client use: "John S (Jane) WISC Clinic" (the client's name and initial first and the student's name in brackets). If you are booking the kit for practice or scoring, you still need to put it in the Booking System, even if you aren't using a bookable room. In this case enter it in an early (e.g. 7 am) timeslot, in which case include the time required, e.g. "Jane WISC Clinic practice 9:30-10:30".
2. In the event of a kit being double-booked, priority will be given to the student who first booked the kit or requires it for client use and finds that a Test Library kit is not available. Alternatively, an attempt can be made to re-schedule the client's appointment.
3. Collect the kit from the locked cupboard in the UPC administration office and complete the kit loan register.
4. Check that all items are in the kit as per the checklist and inform the administration assistant immediately if any component is missing.
5. When you have finished using the kit it is vital that you check all items are returned to the bag/case as per the checklist provided with each kit.
6. Return the kit to the administration office, lock it in the relevant cupboard and sign the kit back in on the loan register.

4. Conditions of Borrowing Materials

Students are generally limited to borrowing a maximum of two tests and one article e.g. Thesis, at a time.

Loans must be returned by the due date and time otherwise penalties may apply. Returning Test kits on time is particularly important as borrowers frequently have clients booked to undertake assessment at set times.

ITEMS CANNOT BE BORROWED OVERNIGHT FOR PRACTICE PURPOSES.

Restricted Items – Test Materials

All borrowers of test materials must adhere strictly to professional and ethical conditions for use as outlined in publishers' and Australian Psychological Society documentation.

Borrowing most of the tests in the test library is restricted to persons either qualified to use the tests, or to a person who will be supervised by a qualified user of the tests.

5. Borrowing an Item

Hobart

Test kits and other materials are generally available for 1- 2 day loans for placement purposes, apart from those required for external placements outside the Hobart metropolitan area, which can be borrowed for the minimum period required to complete the placement.

Test kits can only be borrowed overnight for placement purposes. Test kits cannot be borrowed overnight for practice.

Reference items can only be used in the Test Library – they cannot be borrowed.

All loan items must be recorded on the loan registers available in the Test Library with all requested details provided.

All kits and materials must be checked and verified as being complete prior to leaving the Test Library.

Launceston

All loans from the Launceston Test Library must be arranged by contacting Dr Cynthia Honan.

Period of Loans

- **Theses** – 1 week, renewable on request
- **Tests and Test Kits** – normally 1-2 days loan or part thereof. Some tests may be approved for up to a week's loan if students are on external placement in regional Tasmania.
- **DVDs** – Reference only (can be viewed in the Test Library)
- **Books** – Reference only (can be read in the Test Library)

Extension requests

To extend the length of a loan you must contact the Program Delivery Officer prior to the expiration of the loan to request an extension.

Loans may be extended for a short period of time if the item has not been reserved for someone else or required for teaching.

6. Return of materials

Loan items are to be returned to the Program Delivery Officer in room SocSci110 or at Psychology Reception. All loans must be returned by the due date and time and during normal business hours.

Borrowers are required to check and verify that all components of Test Kits are returned and in good order. A checklist is included in all kits for this purpose.

Borrowers should be aware that failure to return items on time can impact staff and student placement, supervision and research activities.

Psychology staff will re-shelve returned theses.

Penalties

Late Returns Policy

Borrowers are contacted if resources are not returned by the specified date. Penalties may apply for late returns.

Penalties

If borrowers do not return items by the due date, and subsequently fail to respond to requests to return the items, they will be barred from borrowing any test library items for a period of up to two weeks.

If borrowers repeatedly miss due dates, they will also be barred from borrowing test library materials for up to two weeks.

If borrowers fail to return items, they will be charged the cost of replacing those items.

Lost or Damaged Materials

Borrowers are required to check all test kits and report any damaged or missing components before removing the test kit from the Test Library.

Borrowers are required to sign a declaration that their test kit is complete and undamaged both at the time of borrowing and again upon return.

Failure to report damaged or missing components may result in the borrower being liable for the replacement cost of damaged/lost test materials.

Copyright Restrictions

Copyright restrictions exist on most test materials held in the Test Library. This means that the photocopying of record forms/answer sheets etc. is NOT permitted. Students who need to administer a test for a research project, and therefore require the use of multiple copies of protocol/record forms etc. will need to purchase these forms out of their research budget.

Test Material for Research Purposes: Clinical Postgraduate Students

The Division fully attempts to support research, being mindful of budgetary constraints. All supervisors are assigned funds to support the research of postgraduate students. In all cases, students must organise purchase of research tools (tests, equipment, etc.) through their supervisor who will seek approval for expenses from the Division's Senior Administration Officer

Ordering New or Replacement Test Library Resources

All staff may request new or replacement Test Library resources by writing to the Program Delivery Officer, outlining the required materials. Approval will then be sought on your behalf to secure these materials.

The Test Library resources are audited annually and regularly checked to ensure they are complete and current.

Students are also encouraged to identify tests and materials that are not currently held in the Test Library for consideration by the Academic Liaison staff member responsible for the Test Library holdings.

New editions of tests are purchased as and when required to meet the requirements of the Division's training programs.

Video Cameras

The test library has two Panasonic HD video cameras and HD memory cards for use by Psychology Postgraduate staff and students. The video cameras and HD memory cards are securely stored with the Program Delivery Officer.

The cameras can be borrowed by staff for teaching purposes only.

The cameras can be borrowed by Psychology Postgraduate students when they are requested to do so by staff for learning and assessment purposes.

Staff and students can borrow an HD memory card when borrowing a camera but memory cards must have their content deleted prior to return to the Test Library.

Cameras and HD memory cards can be borrowed for a 24 hour period and prior booking is essential.

Contacts

Academic Staff Liaison Member (Hobart) Dr Mandy Matthewson
Mandy.Matthewson@utas.edu.au

Academic Staff Liaison Member (Launceston) Dr Cynthia Honan
Cynthia.Honan@utas.edu.au

To access the Test Library, or for any enquiries please contact:

Program Delivery Officer (Hobart) Daniel Purton
daniel.purton@utas.edu.au

University Psychology Clinic

Manager (Hobart) Dr Tracey Dean
Tracey.Dean@utas.edu.au

UPC Administrative Assistants Sue.Dilley@utas.edu.au
Jess.Latham@utas.edu.au

Accreditation Standards for Psychology Programs

Effective
1 January 2019
Version 1.2



Australian Psychology
Accreditation Council

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ABBREVIATIONS

| | |
|--------------|--|
| AAC | Accreditation Assessment Committee |
| AHPRA | Australian Health Practitioner Regulation Agency |
| AIPEP | Australian Indigenous Psychology Education Project |
| AOU | Academic organisational unit |
| APAC | Australian Psychology Accreditation Council Ltd |
| APS | Australian Psychological Society Ltd |
| AQF | Australian Qualifications Framework |
| COAG | Council of Australian Governments |
| HESF | Higher Education Standards Framework |
| HEP | Higher education provider |
| IDCP | International Declaration on Core Competences in Professional Psychology |
| PsyBA | Psychology Board of Australia |
| TEQSA | Tertiary Education Quality and Standards Agency |

INTRODUCING THE ACCREDITATION STANDARDS FOR PSYCHOLOGY PROGRAMS

The Australian Psychology Accreditation Council Limited (APAC) is an independent not-for-profit quality and standards organisation, appointed as the accrediting authority for the psychology profession in Australia under Section 43 of the *Health Practitioner Regulation National Law Act 2009* as enacted in each state and territory of Australia (the *National Law*).

APAC's main functions include:

- developing standards for the education and training of psychologists for approval by the Psychology Board of Australia (PsyBA)
- assessing education providers and the programs of study they offer to determine whether they meet the Approved Accreditation Standards
- monitoring accredited education providers and their programs of study to ensure they continue to meet the Approved Accreditation Standards
- assessing, accrediting and examining authorities in other countries, in cooperation with the PsyBA, to determine if graduates of the authorities' examinations or accredited programs of study have the knowledge, skills and professional attributes necessary to practise the profession in Australia
- supporting education providers in developing and maintaining high-quality programs of education and training in psychology
- advising and consulting to the PsyBA, governments and other bodies on matters of education and training relevant to the psychology profession and discipline.

More information about APAC, its services and the process of APAC accreditation is available at:

www.psychologycouncil.org.au

Under the National Law, APAC is required to ensure that accreditation standards are contemporary and relevant; therefore, the standards are reviewed regularly. These Standards replace previous Standards that came into effect in 2010.

In undertaking a review, APAC must ensure that changes are made in accordance with good regulatory practice, and must follow the relevant Guidelines set out by the Australian Health Practitioner Regulation Agency (AHPRA), in particular that there be wide-ranging consultation and ample opportunity for stakeholders to provide input into the standards. In addition, relevant statutory requirements must be met, standards must be fit for purpose and consistent with local and international best practice.

(See: Procedures for the development of accreditation standards, AHPRA 2014)

APAC's mission is to protect the public by conducting accreditation activities that ensure that graduates of accredited programs receive high-quality education and are well equipped to employ their psychological knowledge and skills in the community. This includes, where relevant, graduates being sufficiently qualified and competent to meet the registration requirements of the Psychology Board of Australia.



The overall goals of APAC's review of the 2010 version of the Standards were to replace them with new accreditation Standards that:

- meet the requirements for the development of accreditation standards as required by the *National Law*
- take account of relevant regulatory changes in the education sector, such as the Australian Qualifications Framework (AQF) 2013, the Higher Education Standards Framework (HESF) 2015, other health professions' accreditation standards, and the threshold learning and teaching academic standards for health, medicine and veterinary science, and
- reflect contemporary views on measuring quality in education, in particular in relation to assessing outcomes rather than simply accounting for inputs.

The development of new accreditation Standards was conducted in line with the goals of the review, and in particular referenced:

- the objectives and principles of the *National Law*
- the *Procedures for the development of accreditation standards* as established under the *National Law*
- the *Quality Framework for the Accreditation Function*, the principal reference document for national boards to assess the work of accreditation authorities
- the Council of Australian Governments (COAG)'s *Principles for Best Practice Regulation*
- Principles for the development of accreditation standards developed by the Health Professions Accreditation Councils' Forum
- Australian Indigenous Psychology Education Project (AIPEP) Curriculum Framework
- AIPEP Workforce Capabilities Framework.

INNOVATIONS

Since 2012, a number of other health and care sector accreditation standards have been approved, both in Australia and overseas, that have public safety at their core, which aligns with the *National Law's* objective of protecting the public. The first domain in our new Standards relates to this objective.

In addition, the new standards will for the first time cover programs leading to professional competencies for specialised areas of practice.

In keeping with contemporary practice, our approach to assessing standards will move from a focus on inputs to a focus on outcomes, supported by a number of key inputs; we hope this change will allow providers more flexibility in structuring programs, and allow for innovative and effective approaches to learning and teaching. APAC's focus on assessing standards primarily with regard to outcomes may see fewer inputs in future revisions of the Standards.

AUSTRALIAN INDIGENOUS PSYCHOLOGY EDUCATION PROJECT

APAC has recently become a co-signatory to a Statement of Commitment in relation to the advancement of the work of AIPEP (www.indigenoupsyched.org.au) and its recently developed frameworks. These frameworks are designed to provide for better education in cultural awareness and responsiveness in the higher education and training of the psychology workforce, and to increase the number of Aboriginal and Torres Strait Islander people in the psychology workforce. To this end, these Standards reference Aboriginal and Torres Strait Islander people specifically at a number of points.



PREAMBLE

ACCREDITATION STANDARDS

The Accreditation Standards for Psychology Programs comprise:

- (i) Accreditation Standards for Psychology Programs
- (ii) Accreditation Standards: Graduate Competencies
- (iii) Accreditation Standards: Glossary

Associated documentation:

- (1) Evidence Guide
- (2) Accreditation Rules

The *Accreditation Standards for Psychology Programs* are a revision of the 2010 Standards, updated in light of a) requirements under the *National Law* for regular review of Standards; b) the revised Australian Qualifications Framework 2013 and the Higher Education Standards Framework 2015, both initially implemented in 2011; and c) international developments in competencies for psychology as a discipline, particularly as they relate to requirements for practice.

The purpose of the *Accreditation Standards for Psychology Programs* is for the accreditation of programs of study. After accreditation has been granted, the PsyBA assesses the programs for the purpose of approving them under the *National Law*.

The Accreditation Standards are also approved under the National Law by the PsyBA. They are used by APAC assessors to accredit providers' programs and by providers in preparing for an accreditation assessment.

The Standards support the scientist-practitioner model of learning used by the profession, and are designed to ensure students acquire the knowledge, skills and attributes required to practise psychology competently and safely.

The graduate competencies are the key reference point in the Standards and document the competencies that graduates must have at each exit point. The graduate competencies map comprehensively against existing international and national competencies, including the International Declaration on Core Competence in Professional Psychology (IDCP), the PsyBA's national psychology examination curriculum and internship competencies, and the Australian National Practice Standards for the Mental Health Workforce.

The associated *Evidence Guide* documents the evidence required to demonstrate compliance with the Standards at the applicable competency level.

APAC accreditation of programs of study is premised on the provider being a registered university with program self-accreditation status or a registered higher education provider (HEP) whose programs are accredited by the Tertiary Education Quality and Standards Agency (TEQSA). Furthermore, APAC accreditation assumes ongoing compliance with the HESF for the accreditation and delivery of programs of study, including meeting the requirements of the AQF. Higher education programs at all levels of the AQF accredited by APAC (AQF levels 7 to 10) must demonstrate the breadth and depth of knowledge, skills and application, volume of learning and research as stipulated in the AQF.

The Standards are designed for accreditation of programs of study for pathways to practice as a registered psychologist (see *Pathways to Registration* at Appendix 2), rather than as a research pathway; however, this does not detract from programs of study in research as an important component of psychology education.

Graduates of APAC accredited programs may apply to the PsyBA for provisional or general registration or for endorsement of their registration as being qualified in an approved area or areas of practice subject to any additional PsyBA requirements.

The PsyBA's requirements for provisional and general registration may need to be included in programs of study in addition to the requirements of APAC accreditation. It is the responsibility of HEPs to take this into account in the development of their programs in psychology before seeking APAC accreditation. See Appendix 1.

APPLICATION OF THE STANDARDS

The *Accreditation Standards for Psychology Programs* (Standards) and the *Accreditation Standards: Graduate Competencies* (Graduate Competencies) are applied as follows.

1. The Standards set out the minimum requirements to be met in order to deliver psychology programs suitable for safe practice of the profession. A Standard is met when each and every criterion within that domain is met.
2. All levels of graduate competencies are delivered within a HEP's broader educational framework.
3. The Standards are applied in relation to the graduate competencies; that is, the program must ensure that graduates achieve the graduate competencies at the level for which the program is designed. The competencies are based upon best practice international and national curricula, including the PsyBA National Examination curriculum.
4. Graduate competency levels represent a progression through increasing levels of competence:
 - 4.1 Foundational competencies (Level 1) are broadly equivalent to the level of competence of a Bachelor Degree, and may be incorporated into a Bachelor Degree designed specifically for psychology, or as a psychology sequence in a Bachelor Degree for another discipline, or as a psychology sequence in a higher level psychology qualification intended as a bridge for students holding a qualification in another discipline.
 - 4.2 Pre-professional competencies (Level 2) are broadly equivalent to the level of competence of a Bachelor Honours Degree, either as a stand-alone qualification or integrated with a lower or higher level qualification, or an equivalent level qualification.



-
- 4.3 Professional competencies (Level 3) are broadly equivalent to the level of competence of a Masters Degree (Coursework).
- 4.4 Professional competencies for specialised areas of practice (Level 4) may be offered as either a Masters Degree (Coursework) or a Doctoral Degree (Professional). In a Doctoral Degree (Professional), the level of complexity will in part be determined by the number of areas of practice packaged in the program.
- 4.5 Professional competencies for specialised areas of practice may also be offered as a sequence of study in any postgraduate qualification in psychology to enable students to gain graduate competencies in areas of practice.
- 4.6 If a Masters Degree (Coursework) is delivered in combination with a Doctoral Degree (Research), the components of the program including coursework and placements align with at least a Masters Degree (Coursework).
5. The Standards do not stipulate how a provider may package programs of study for the achievement of the graduate competencies at the different levels, and any combination of graduate competency levels may be packaged. For example, a Bachelor Degree and Bachelor Honours Degree may be offered as a package to achieve graduate competency Levels 1 and 2, or a Bachelor Honours Degree and a Masters Degree (Coursework) may be offered as a package to achieve competency Levels 2 and 3, or a Masters Degree (Coursework) may be designed to achieve both graduate competency Levels 3 and 4 within one qualification. However, the design of such a program must allow for the different levels of graduate competencies to be built sequentially.
- 5.1 Commencement of successive levels assumes acquired competence at previous levels.
- 5.2 If a program of study is packaged to enable students to achieve two levels of graduate competencies, for example a Bachelor Honours Degree and a Masters Degree (Coursework) (graduate competency Levels 2 and 3), the program must be structured so that the graduate competencies are progressively acquired, with the higher level graduate competencies building on the lower level graduate competencies.

ACCREDITATION STANDARDS FOR PSYCHOLOGY PROGRAMS

| Standard Statement | Criteria |
|---|---|
| 1. Domain: Public Safety | |
| 1. Public safety is assured | <p>1.1 Protection of the public is prominent amongst the guiding principles of each program of study in psychology.</p> <p>1.2 The education provider holds students and staff to high levels of ethical and professional conduct including in relation to applicable code(s) of conduct for the psychology profession.</p> <p>1.3 Effective management processes are in place to ensure that students undertaking placements have the ability to practise competently and safely.</p> <p>1.4 The education provider ensures that organisations providing direct client activities for students have robust quality and safety policies and processes and meet all relevant regulations and standards.</p> <p>1.5 Where students provide psychological services to clients and organisations, clients' informed consent is obtained prior to provision of the service.</p> <p>1.6 Before providing psychological services as part of a program, students:</p> <ul style="list-style-type: none"> i. Are provided with adequate education and training in professional skills and knowledge, including ethics, within the program prior to beginning their first placement. ii. Where required under the National Law, hold the appropriate registration with the relevant regulatory authority. <p>1.7 Staff are appropriately qualified for teaching, supervision and administrative duties at each level.</p> <p>1.8 Suitably qualified psychologists supervise psychology students during professional client or organisation contact and provide sufficient hours of supervision to ensure a graduate will be able to practise safely.</p> <p>1.9 Placements are sufficient in duration to enable students to demonstrate the graduate competencies at the relevant level.</p> <p>1.10 Placement supervision is sufficient to enable students to practise safely.</p> |
| 2. Domain: Academic Governance and Quality Assurance | |
| 2. Academic governance and quality assurance processes are effective. | <p>2.1 Robust academic governance arrangements that include systematic monitoring, review and improvement are in place for the programs.</p> <p>2.2 Quality improvement processes use student evaluations of the programs and internal and external academic and professional peer review, including external benchmarking where programs and assessments may be compared to those offered by other providers.</p> <p>2.3 There is relevant external and internal input into the design and management of the programs, including from representatives of the psychology profession, academic staff, professional psychology staff, prospective employers and students.</p> <p>2.4 Mechanisms exist for responding within each program to contemporary developments in psychology education and related disciplines.</p> <p>2.5 The education provider ensures that academic and professional psychology staff are supported in research, engagement, teaching, and professional development</p> |



3. Domain: Program of Study

| | | |
|--|-----|---|
| 3. Program of study design, delivery and resourcing enable students to achieve the required graduate competencies. | 3.1 | Psychology as a science-based discipline using an evidence-based approach and a coherent educational pedagogy informs the documented program design and delivery. |
| | 3.2 | Program learning outcomes incorporate all graduate competencies for the relevant level(s) and form a coherent body of learning. |
| | 3.3 | Teaching staff are appropriately qualified, experienced and supported by the HEP to deliver the components of the programs they teach. |
| | 3.4 | All programs have the sufficient number of staff to support the student cohort in acquiring the relevant graduate competencies. |
| | 3.5 | All programs have the learning and assessment resources to sustain the quality of education that is required to ensure the achievement of the program learning outcomes across all delivery sites and modalities. |
| | 3.6 | Learning and teaching methods and environments are designed and used to enable students to achieve the program learning outcomes when assessed. |
| | 3.7 | The quality and quantity of professional practice education is sufficient to produce graduates competent to practise across a range of settings. |
| | 3.8 | Cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures, is appropriately integrated within the program and clearly articulated as a required learning outcome. |
| | 3.9 | The application of the principles of inter-professional learning and practice is included as a required learning outcome at the appropriate level in the program. |

4. Domain: the Student Experience

| | | |
|---|-----|---|
| 4. Students are provided with equitable and timely access to information and support. | 4.1 | Information about learning and assessment processes and requirements is accurate, clear and accessible. |
| | 4.2 | Admission and progression requirements and processes are fair, transparent and equitable. |
| | 4.3 | Each program's APAC accreditation status is accurately and prominently represented and is clearly distinguishable from any program offered that is not APAC-accredited. |
| | 4.4 | The academic learning needs of students are identified and academic support provided. |
| | 4.5 | Students are informed of the availability of personal and professional support services, and are equipped with skills to adequately maintain their own well-being. |
| | 4.6 | Equity and diversity principles are observed and promoted in the student experience. |
| | 4.7 | Students have access to effective grievance and appeals processes. |

5. Domain: Assessment

| | | |
|---|-----|--|
| 5. Assessment is fair, reliable and valid | 5.1 | The scope of assessment covers all program learning outcomes which include all graduate competencies for the relevant level(s). |
| | 5.2 | There is a clear relationship between program learning outcomes and assessment strategies, which are criterion-based and ensure students demonstrate competence against all program learning outcomes. |
| | 5.3 | Multiple assessment tools, modes and techniques are used to assess program learning outcomes, and include where relevant direct observation in professional practice settings. |
| | 5.4 | Program management, coordination, and moderation procedures ensure consistent and appropriate assessment and feedback to students. |
| | 5.5 | Assessors of students are suitably qualified and experienced. |

ACCREDITATION STANDARDS: GRADUATE COMPETENCIES

An APAC-accredited program must enable graduates to achieve the graduate competencies at the levels specified below.

Programs may include more than one set of graduate competencies. Entry to a program generally requires successful achievement of the graduate competencies from the preceding levels, but providers may offer programs which offer contiguous levels as a package; i.e., on completion, the graduate will have achieved both graduate competency levels.

1. FOUNDATIONAL COMPETENCIES

Purpose

Graduates at this level have broad and coherent knowledge and skills in the scientific discipline of psychology.

Programs for foundational competencies typically comprise an APAC-accredited sequence in psychology either as part of a 3-year program leading to a Bachelor Degree or as an equivalent stand-alone sequence of psychology units combined with a Bachelor Degree in a different discipline.

Entry pathways

Entry requirements for a program of study leading to a Bachelor Degree are the responsibility of, and at the discretion of, the HEP.

Graduates holding a Bachelor Degree or higher qualification in any other discipline may undertake an APAC-accredited sequence in psychology.



GRADUATES WILL BE ABLE TO:

- 1.1 Comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including the following topics:
 - i. the history and philosophy underpinning the science of psychology and the social, cultural, historical and professional influences on the practice of psychology
 - ii. individual differences in capacity, behaviour and personality
 - iii. psychological health and well-being
 - iv. psychological disorders and evidence-based interventions
 - v. learning and memory
 - vi. cognition, language and perception
 - vii. motivation and emotion
 - viii. neuroscience and the biological bases of behaviour
 - ix. lifespan developmental psychology
 - x. social psychology
 - xi. culturally appropriate psychological assessment and measurement
 - xii. research methods and statistics.
- 1.2 Apply knowledge and skills of psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals.
- 1.3 Analyse and critique theory and research in the discipline of psychology and communicate these in written and oral formats.
- 1.4 Demonstrate an understanding of appropriate values and ethics in psychology.
- 1.5 Demonstrate interpersonal skills and teamwork.
- 1.6 Demonstrate self-directed pursuit of scholarly inquiry in psychology.

2. PRE-PROFESSIONAL COMPETENCIES

Purpose

Graduates of programs at this level have basic knowledge and skills in the professional practice of psychology and the independent conduct and evaluation of scientific research.

Programs for pre-professional competencies are typically a Bachelor Honours Degree or Graduate Diploma (if the graduate competencies in research can be met).

Entry requirements

As a general principle, entry to the program for pre-professional competencies requires successful completion of an APAC-accredited qualification that achieves foundational competencies. The program could be a Bachelor Degree in psychology, or a Bachelor Degree in any discipline plus an APAC-accredited sequence in psychology, or a qualification obtained from an overseas education institution that has been assessed as comparable to an APAC-accredited qualification in psychology or an APAC-accredited sequence in psychology.

Taking into account broad diversity, and consistent with current relevant legal frameworks and codes of ethical practice, graduates apply psychological knowledge to competently and ethically:

- 2.1 Demonstrate successful (prior or concurrent) achievement of foundational competencies.
- 2.2 Demonstrate appropriate interpersonal communication and interview skills in situations appropriate to psychological practice and research. This includes active listening, clarifying and reflecting, effective questioning, summarising and paraphrasing, developing rapport, appropriate cultural responsiveness and empathic responding.
- 2.3 Demonstrate basic assessment strategies in situations appropriate to psychological practice and knowledge of psychometric theory and principles of the construction, cultural considerations, implementation and interpretation of some of the more widely used standardised psychological test instruments.
- 2.4 Explain how basic psychological intervention strategies can be applied across a range of contexts.
- 2.5 Investigate a substantive individual research question relevant to the discipline of psychology.



3. PROFESSIONAL COMPETENCIES

Purpose

Graduates of programs at this level will have advanced knowledge and skills for professional practice and research in psychology.

Programs for professional competencies are typically a Masters Degree (Coursework).

Entry pathways

As a general principle, entry to the program for professional competencies requires successful completion of an APAC-accredited qualification that achieves foundational competencies and pre-professional competencies. This could be an Australian qualification or an equivalent qualification from an overseas education institution that has been assessed as comparable by the PsyBA when assessing individual applicants for registration.*

Entry to the program also requires applicants to demonstrate suitability for the program through an assessment interview or other assessment processes, as decided by the HEP.

Because programs at this level include a component of direct client activities, all students enrolled in the program are required to be provisionally registered as a psychologist on commencement of the course.*

Practice placements

Achievement of the professional graduate competencies is through a program of study which includes practice placement, with the latter designed to integrate theory and practice in an appropriate professional environment to prepare graduates to provide safe quality client care and service.

Taking into account the broad diversity of clients, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply psychological knowledge to competently and ethically:

- 3.1 Demonstrate successful (prior or concurrent) achievement of pre-professional competencies.
- 3.2 Apply evidence-based and scientific methods to professional practice across the lifespan in empirically valid and culturally responsive ways.
- 3.3 Employ professional communication skills, in a culturally responsive manner, with a range of socially and culturally diverse clients.
- 3.4 Perform appropriate standardised psychological testing, as part of broader assessment, to assess and interpret aspects of functioning.
- 3.5 Identify psychological disorders using a recognised taxonomy.
- 3.6 Conduct professional interviews and assessments and synthesise information from multiple sources, including assessment of risk, to formulate a conceptualisation of the presenting issues to determine the most appropriate interventions, including management of risk.

* See PsyBA requirements Appendix 1

- 3.7 Monitor outcomes and modifications based on evolving case formulation, including health and health concerns, family and support networks, and organisational, cultural or community contexts, with care given to the appropriateness of interventions for the client within their wider context.
- 3.8 Interpret and communicate findings in oral and written formats, including formal psychological reports, using culturally appropriate language.
- 3.9 Implement appropriate, empirically supported interventions, and monitor clients' progress and intervention outcomes.
- 3.10 Demonstrate respect for the skills and contribution of other professionals.
- 3.11 Work effectively with a range of professional and support staff in the workplace and communicate and collaborate effectively, within the bounds of ethical and legal requirements.
- 3.12 Operate within the boundaries of their professional competence, consult with peers or other relevant sources where appropriate, and refer on to relevant other practitioners where appropriate.
- 3.13 Rigorously apply professional practice policies and procedures, including as they relate to referral management and record-keeping, across a range of workplace settings and with recognition of different organisational cultures and practices.
- 3.14 Engage in self-reflective professional practice, taking account of the impact of their own values and beliefs, and taking appropriate actions as a result.
- 3.15 Evaluate the effectiveness of their professional practice, identifying areas for improvement and implementing changes where needed.
- 3.16 Critically evaluate contemporary scientific literature to inform practice.
- 3.17 Investigate a substantive individual research question relevant to the discipline of psychology.

4. PROFESSIONAL COMPETENCIES FOR SPECIALISED AREAS OF PRACTICE

Purpose

The acquisition of graduate competencies in the advanced knowledge and skills relevant to the endorsed areas of practice within the field (e.g. Counselling Psychology, Health Psychology).

Graduates of programs at this level have advanced knowledge and skills for professional practice in psychology, as well as specialised knowledge and skills in at least one area of practice in psychology.

Programs for professional competencies for specialised areas of practice are typically a Masters Degree (Coursework) or a Doctoral Degree (Professional).

A program at this level may be delivered as a stand-alone program, with graduates achieving the professional competencies for specialised areas of practice.

A program may also be delivered as a packaged program, with graduates achieving the professional competencies both for specialised areas of practice and for general registration, within the one program. If the graduate competencies are packaged into a program of study in this way, the program will be designed to allow for the acquisition of the lower level graduate competencies to form the foundation for building the higher level graduate competencies.

Entry pathways

As a general principle, entry to the program for professional competencies for specialised areas of practice requires completion of an APAC-accredited qualification that achieves foundational competencies, pre-professional competencies and professional competencies or a qualification obtained from an overseas education institution that has been assessed as comparable by an appropriate authority.

Because the programs at this level include a component of direct client activities, all students need to be provisionally or generally registered as a psychologist on commencement of the course.*

Practice placements

Achievement of the professional graduate competencies for specialised areas of practice is through a combined program of study and practice placement, with the latter designed to integrate theory and practice in an appropriate professional environment to prepare graduates to provide safe quality client care and service.

During placements the provision of safe, high-quality client care and service is always the primary consideration. It is recognised that a practice placement may be conducted in a number of locations and settings.

Stand-alone area of practice qualification

Entry to the program for applicants who have not achieved professional competencies through a Masters Degree (Coursework) or equivalent program offered by a HEP requires a minimum of 12 months' practice as a registered psychologist with no conditions on their registration.

* See PsyBA requirements Appendix 1

In addition, entry to the program requires all applicants to demonstrate achievement of Level 3 Professional Competencies in the course of an assessment of personal and professional suitability and evaluation of prior learning. At least one of the assessors in the assessment process must hold the area of practice endorsement relevant to the program which the applicant wishes to complete.

Content of programs – general

The discipline area of each specialised area of practice encompasses: (i) knowledge of the relevant current theories, principles, approaches, and practices of that domain of professional psychology, informed by a research evidence base; (ii) knowledge of the system within which the relevant area of practice is undertaken; (iii) knowledge of the requirements of regulatory and statutory authorities; and (iv) competence in the evaluation and application of research.

Assessment of professional competencies for specialised areas of practice need to distinguish between Masters Degrees (Coursework) and Doctoral Degrees (Professional), with respect to breadth and depth of learning outcomes.

4.1 CLINICAL NEUROPSYCHOLOGY

Taking into account the broad diversity of clients and development across the lifespan, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply advanced psychological knowledge to competently and ethically:

- 4.1.1** Apply advanced psychological knowledge of the following to their practice in clinical neuropsychology:
- i. neurobiological structure and function of the central nervous system, including cerebral architecture and localisation of function
 - ii. knowledge of neuroscience principles, specifically cognitive neuroscience as it relates to theoretical models of cognition and neurobiology
 - iii. brain–behaviour relationships
 - iv. neuropathology (including its diagnosis and symptomatology), both systemic and acquired, including familiarity with current neuroclinical investigations
 - v. neuropsychological and neurodevelopmental underpinnings of cognition, behaviour, emotions, and social and interpersonal functioning, including overlap with neuropsychiatric syndromes
 - vi. known factors and theories of aetiology, progression and/or recovery from neuropathological and neuropsychological disorders and syndromes, including those arising from systemic/medical illnesses and their sequelae, including incidence, prevalence, risk, protective and maintenance factors, such as the biological impact of abuse and trauma on brain development and function and their overlap with neuropsychiatric features
 - vii. psychopharmacology, particularly as it relates to neuropsychological and neuropsychiatric disorders.



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- 4.1.2** Apply advanced psychological knowledge to culturally responsive assessment in the area of clinical neuropsychology, including:
- i. evaluation of neuropathological and neuropsychological disorders, with reference to relevant international taxonomies of classification
 - ii. application of psychological and neuropsychological tests of cognition, with understanding of their psychometric underpinnings and the underlying or associated cognitive and behavioural process
 - iii. assessment and diagnosis of neuropsychological disorders using appropriate methodologies, including neuropsychological testing instruments, symptom and performance validity measures, neurobehavioural observations, measures of functionality and collateral information from multiple sources.
- 4.1.3** Apply advanced neuropsychological and psychological knowledge to culturally responsive interventions in the area of clinical neuropsychology, including:
- i. selection, tailoring and implementation of psychological interventions appropriate for clients and their needs, including rehabilitation, behaviour management, monitoring and remediation
 - ii. consultation with and referral to other professionals regarding the neuropsychological implications of neurological and neuropsychiatric symptoms and disorders in a wider treatment context
 - iii. psychological interventions appropriate to the behavioural and cognitive dysfunctions associated with neuropathology.

4.2 CLINICAL PSYCHOLOGY

Taking into account the broad diversity of clients and development across the lifespan, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply advanced psychological knowledge to competently and ethically:

- 4.2.1** Apply advanced psychological knowledge of the following to their practice in clinical psychology:
- i. psychological theories of the aetiology, progression and/or recovery, precursors and sequelae of psychological disorders, including incidence, prevalence and predisposing, risk, protective and maintenance factors
 - ii. both developmental systems and biopsychosocial models of health as they apply to psychological disorders as well as the multiple factors that impinge on mental health across the lifespan
 - iii. psychopathology and relevant international taxonomies of classification of psychological disorders, including severe, complex and chronic mental illness
 - iv. psychopharmacology, particularly as it relates to complex psychological disorders.

4.2.2 Apply advanced psychological knowledge to culturally responsive assessment in the area of clinical psychology, including:

- i. evaluation of psychological disorders with reference to relevant international taxonomies of classification, including disorders of moderate to severe level and complexity
- ii. use of assessment tools and processes related to a wide range of psychological disorders, and including psychometric tests, structured or semi-structured interviews, behavioural observations, measures of functionality and processes that enable collection of collateral information from multiple sources, including groups and systems relevant to the client
- iii. integration, interpretation, and synthesis of clinical psychological assessment data with the knowledge of psychopathology to inform case formulation, diagnosis and intervention
- iv. evaluation of symptom reduction, therapeutic outcomes, the therapeutic alliance and client progress throughout therapy.

4.2.3 Apply advanced psychological knowledge to culturally responsive interventions in the area of clinical psychology, including:

- i. selection, tailoring and implementation of appropriate evidence-based interventions on the basis of an initial case formulation, whether individuals, dyads or carers/dependents
- ii. monitoring of outcomes and modifications based on evolving case formulation and intra- and interpersonal processes, with care given to the appropriateness of interventions for the client or clients within their wider context
- iii. consultation and collaboration with other professionals regarding clinical planning and referrals, particularly in the context of complex case presentations
- iv. evidence-based practice in the understanding and management of psychological disorders, including across the age range and across modalities such as e-health approaches.

4.3 COMMUNITY PSYCHOLOGY

Taking into account the broad diversity of clients and development across the lifespan, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply advanced psychological knowledge to competently and ethically:

4.3.1 Apply advanced psychological knowledge of the following to their practice in community psychology:

- i. fundamental concepts of ecology, including notions of prevention in both social and political contexts
- ii. community need and empowerment, acknowledging aspects such as diversity, community involvement and power relationships
- iii. critical theories, including constructionalism, feminism, decolonisation, conflict resolution and critical reflective practice
- iv. principles of and research findings in all areas of community psychology.



4.3.2 Apply advanced psychological knowledge to culturally responsive assessment in the area of community psychology, including:

- i. assessment of community needs that include evaluation and research drawing on critical theory
- ii. assessment of community indicators of well-being and dysfunction, including stress, coping, social support, quality of life and the psychological sense of community.

4.3.3 Apply advanced psychological knowledge to culturally responsive interventions in the area of community psychology, including:

- i. selection, design and implementation of community-based interventions appropriate for the community at micro-, meso- and macro-system levels
- ii. consultation and collaboration with communities, as well as other professionals and professional bodies, regarding assessment and interventions for policy development and change
- iii. design and development of participatory action research
- iv. evaluation of multi-level systems and programs.

4.4 COUNSELLING PSYCHOLOGY

Taking into account the broad diversity of clients and development across the lifespan, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply advanced psychological knowledge to competently and ethically:

4.4.1 Apply advanced psychological knowledge of the following to their practice in counselling psychology:

- i. diverse theoretical and philosophical bases which underpin practice, including the scientist-practitioner model and the central position of the working alliance
- ii. advanced knowledge of the assessment, formulation, diagnosis and treatment of a wide range of psychological problems and mental health disorders
- iii. the importance of evidence-based research as applied to psychotherapy process and outcome
- iv. knowledge of psychopathology and psychopharmacology
- v. knowledge of evidence-based therapies for individuals, couples, families and groups.

4.4.2 Apply advanced psychological knowledge to culturally responsive assessment in the area of counselling psychology, including:

- i. evaluation and diagnosis of psychological factors related to functioning, psychological problems and mental health disorders with reference to relevant international taxonomies including Diagnostic and Statistical Manual of Mental Disorders, and International Classification of Diseases
- ii. assessment of a wide range of psychological problems and mental health disorders using empirically valid and reliable tools and processes including psychometric tests, behavioural observations and structured and unstructured interviews
- iii. integration of assessment data to guide formulation, diagnosis, and treatment planning and to evaluate client progress.

4.4.3 Apply advanced psychological knowledge to culturally responsive interventions in the area of counselling psychology, including:

- i. design, implementation, monitoring and ongoing assessment of evidence-based interventions for individuals, couples, families and groups
- ii. formulation and intervention planning specific to case and context, inclusive of high prevalence, chronic, complex and severe mental health disorders
- iii. development of tailored psychotherapies integrating multiple dimensions of case formulation beyond diagnostic variables, such as socio-cultural factors, personal context, client treatment preferences and a recognition of strengths and resources at all levels of functioning
- iv. establishment and monitoring evidence-based therapy relationships including maintaining the therapeutic alliance.

4.5 EDUCATIONAL AND DEVELOPMENTAL PSYCHOLOGY

Taking into account the broad diversity of clients and development across the lifespan, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply advanced psychological knowledge to competently and ethically:

4.5.1 Apply advanced psychological knowledge of the following to their practice in educational and developmental psychology:

- i. child, adolescent and adult development and transitions, including normal and abnormal processes
- ii. principles and models for the learning process, how to identify barriers to learning and means of addressing impediments
- iii. processes and content of curricula in educational and learning settings that are required to enable the provision of appropriate and effective interventions and programs
- iv. approaches to prevention of learning, behavioural and social-emotional difficulties
- v. family, social and community systems across the lifespan.

4.5.2 Apply advanced psychological knowledge to culturally responsive assessment in the area of educational and developmental psychology, including:

- i. evaluation of individual differences in cognitive functioning across the lifespan, including appropriate intellectual testing
- ii. assessment of educational achievement to establish levels of functioning, and, as part of broader assessment and diagnosis, to provide recommendations for remediation
- iii. assessment of the individual's adaptive functioning and personality development, including measures of social skills, language, interpersonal communication and functional performance, as well as vulnerabilities and strengths for resilience
- iv. evaluation and diagnosis of behavioural problems by multiple means, including questionnaires, validated assessment tools, reports, observations and screening for mental health disorders
- v. use of instruments for career choices and work choices.

4.5.3 Apply advanced psychological knowledge to culturally responsive interventions in the area of educational and developmental psychology including:

- i. design and management of programs for individuals with learning difficulties and other developmental problems, including setting goals, monitoring progress and making evidence-based recommendations
- ii. provision of programs and support for individuals, their parents, guardians, teachers and others, in building well-being, positive characteristics and resilience for overcoming vulnerabilities of personality and adjustment
- iii. development and implementation of behavioural interventions appropriate for those with behavioural and emotional problems, including setting goals and monitoring progress
- iv. provision of counselling, coaching and guidance services to address developmental difficulties with relationships, personal adjustment and social problems
- v. consultation and collaboration with third parties, such as teachers, to build capacity to achieve social, economic, health and educational outcomes
- vi. systemic changes to policy and institutional processes in educational organisations, including professional development for fellow professionals and parents/carers.

4.6 FORENSIC PSYCHOLOGY

Taking into account the broad diversity of clients and development across the lifespan, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply advanced psychological knowledge to competently and ethically:

4.6.1 Apply advanced psychological knowledge of the following to their practice in forensic psychology:

- i. contemporary legal and justice systems (including family, criminal, civil and administrative law proceedings) and the role of the forensic psychologist within the legal and justice systems in Australia
- ii. psychological and legal theory relevant to justice, such as alternative dispute resolution, restorative justice and therapeutic jurisprudence
- iii. psychological theories and research findings pertaining to involvement of individuals with legal processes, procedures and proceedings
- iv. the role of the psychologist within a range of forensic settings.

4.6.2 Apply advanced psychological knowledge to culturally responsive assessment in the area of forensic psychology including:

- i. assessment of individuals involved in the legal and justice system using appropriate and various methodologies, including psychological testing, investigative interviewing, behavioural observations, risk assessment, measures of functionality and collateral information from multiple sources
- ii. evaluation of malingering and impression management within a forensic context.

4.6.3 Apply advanced psychological knowledge to culturally responsive interventions in the area of forensic psychology including:

- i. selection, tailoring and implementation of psychological interventions appropriate for individuals or communities engaged with, affected by, or vulnerable to involvement in, legal proceedings
- ii. dispute resolution using evidence-based mediation and other dispute resolution strategies
- iii. consultation and collaboration with and referral to other professionals regarding the psychological implications of forensic psychological issues for individuals.

4.7 HEALTH PSYCHOLOGY

Taking into account the broad diversity of clients and development across the lifespan, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply advanced psychological knowledge to competently and ethically:

4.7.1 Apply advanced psychological knowledge of the following to their practice in health psychology:

- i. biopsychosocial paradigms of health and illness, with emphasis on bi-directional interactions between biological, psychosocial and social determinants of health
- ii. theories of aetiology, progression and recovery from psychological disorders associated with health issues
- iii. theories of adjustment and psychological understandings of adherence to treatment programs for chronic health problems
- iv. models of health behaviours and behavioural change, health and illness perceptions, beliefs and attitudes at micro- and macro-system levels
- v. social and cognitive psychology of health behaviours for individual and population contexts.

4.7.2 Apply advanced psychological knowledge to culturally responsive assessment in the area of health psychology, including:

- i. assessment of mental health conditions and risk factors in the context of physical illness, particularly in chronic disease, using multiple methods (including psychometric assessments, interviews and reports) as a basis for case formulation for both individual and systems-wide disorders
- ii. assessment using population health, public health and health services research approaches and methodologies, particularly in the context of the co-occurrence of physical and mental health conditions.

4.7.3 Apply advanced psychological knowledge to culturally responsive interventions in the area of health psychology, including:

- i. design and implementation of psychological interventions appropriate for individuals' physical health and well-being, including relevant interventions for management of illness
- ii. selection, design and implementation of population-based psychological interventions, including campaigns, marketing and promotion, in response to national and local government/institutional policy and recognised international standards
- iii. working in interdisciplinary teams or with other professions to promote health on individual, group or population levels
- iv. evaluation of individual, group and community programs designed to promote health and well-being, and to prevent illness.

4.8 ORGANISATIONAL PSYCHOLOGY

Taking into account the broad diversity of clients and development across the lifespan, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply advanced psychological knowledge to competently and ethically:

4.8.1 Apply advanced psychological knowledge of the following to their practice in organisational psychology:

- i. psychological theories and research relevant to the successful functioning of organisations and individuals within organisations
- ii. organisational paradigms of workplace and workforce performance, including:
 - psychological assessments at the level of the individual, group and organisation
 - individual and organisational performance
 - training for individuals and groups
 - career and performance counselling and coaching
 - organisational culture change and development
 - occupational health, safety and well-being
 - human resource management
 - recruitment and selection
 - organisational systems and design
 - human factors and workplace safety
- iii. social, political and economic contextual factors that influence workplace design, workforce performance and workforce well-being.

4.8.2 Apply advanced psychological knowledge to culturally responsive assessment in the area of organisational psychology, including:

- i. assessment of the psychological functioning of organisations and individuals within organisations using appropriate methodologies, including psychological testing instruments, behavioural observations, job analysis, worker recruitment, selection, motivation and well-being, work performance and career development, and collateral information from multiple sources.

4.8.3 Apply advanced psychological knowledge to culturally responsive interventions in the area of organisational psychology, including:

- i. selection, design and implementation of psychological or structural interventions appropriate for the organisation or individual
- ii. consultation and collaboration with and referral to other professionals regarding the psychological implications of workplace functioning for workers within the context of the organisation.

4.9 SPORT AND EXERCISE PSYCHOLOGY

Taking into account the broad diversity of clients and development across the lifespan, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply advanced psychological knowledge to competently and ethically:

- 4.9.1** Apply advanced psychological knowledge of the following to their practice in sport and exercise psychology:
- i. psychological factors that underpin sport and exercise performance, including motivation, self-determination, personal development and well-being, and resilience
 - ii. sports medicine and science, including exercise physiology, biomechanics, motor learning and control, nutrition and eating behaviour, and sports injuries and recovery
 - iii. cultural features of various sports and special areas, such as disability in sport, group dynamics and team culture.
- 4.9.2** Apply advanced psychological knowledge to culturally responsive assessment in the area of sport and exercise psychology, including:
- i. assessment of psychological aspects of sport and exercise performance using appropriate methodologies, including: tests of sport and exercise performance; behavioural observations; measures of skills of individuals and teams in sport; measures of sport and exercise perceptions; beliefs and attitudes; psychophysiological assessments; and collateral information from multiple sources and situations
 - ii. evaluation of psychological factors and skills related to sport and exercise performance, including imagery, self-confidence, goal-setting, performance reviews and critical self-reflection.
- 4.9.3** Apply advanced psychological knowledge to culturally responsive interventions in the area of sport and exercise psychology, including:
- i. design and implementation of sport and exercise interventions appropriate for the individual or group within their wider context
 - ii. consultation and collaboration with other professionals regarding sport and exercise participation and performance.

ACCREDITATION STANDARDS: GLOSSARY

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| Academic organisational unit (AOU) | An academic organisational unit (AOU) is a department or school, or other separately identifiable academic organisational unit of a higher education provider (HEP) (e.g. a discipline unit). The AOU provides tertiary education and is responsible for the psychology programs therein. |
| Academic staff | Academic staff means all teaching and research staff who contribute to the programs in psychology and includes ongoing, contract and casual teaching staff. |
| Accreditation application | Detailed information relating to the standards provided by an education provider to APAC prior to the commencement of the accreditation or re-accreditation process. |
| APAC Accreditation Assessment Committee | The APAC Accreditation Assessment Committee (AAC) is a committee of experienced and certified accreditation assessors who provide expert accreditation assessments, reports and recommendations, and assessment advice to the APAC Board. The committee operates under APAC's authority, with accreditation assessment processes being coordinated by APAC office staff. Assessment reports and accompanying recommendations are scrutinised by the AAC, and APAC staff, before being considered by the APAC Board, which is responsible for final accreditation decisions. |
| APAC assessment team | An expert team, assembled by APAC, whose primary function is to analyse and evaluate the evidence for each provider's psychology programs against the Accreditation Standards for Psychology Programs. |
| Area of practice endorsement | <p>Endorsement of a psychologist's registration is a legal mechanism under the <i>National Law</i> to identify practitioners who have an additional qualification and advanced supervised practice recognised by the PsyBA.</p> <p>In Australia, all psychologists are registered on a single register, which includes notation of area of practice endorsements. To be eligible to apply for an area of practice endorsement, a psychologist must have advanced training (an accredited qualification in the area of practice followed by a period of supervised practice in that area) over the requirements for general registration.</p> <p>The following area of practice endorsements are available for psychologists:</p> <ul style="list-style-type: none"> • Clinical Neuropsychology • Clinical Psychology • Community Psychology • Counselling Psychology • Educational and Developmental Psychology • Forensic Psychology • Health Psychology • Organisational Psychology • Sport and Exercise Psychology |
| Assessment matrix | A document that outlines program learning, teaching and assessment design and processes and clearly demonstrates the link between learning outcomes and what is assessed. Note: the terms assessment blueprint or summary and assessment sampling framework are also in use by education providers. ¹ |
| Assessor | A certified accreditation assessor appointed by APAC to make assessments of applications for accreditation. |



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| Australian Indigenous Psychology Education Project (AIPEP) | The Australian Indigenous Psychology Education Project (AIPEP) focuses specifically on how psychology training can develop a more culturally aware and culturally responsive mental health workforce, and how the numbers of Aboriginal and Torres Strait Islander psychologists can be increased through recruitment, retention and graduation from both undergraduate and postgraduate programs. |
| Australian Psychological Society (APS) | The Australian Psychological Society Limited (APS) is a professional organisation for psychologists in Australia. |
| Australian Psychology Accreditation Council Limited (APAC) | The Australian Psychology Accreditation Council Limited (APAC) is an independent quality and standards organisation appointed under the <i>Health Practitioner Regulation National Law Act 2009</i> (the <i>National Law</i>) as the accrediting authority for the education and training of psychologists in Australia. |
| Australian Skills Qualifications Authority (ASQA) | The Australian Skills Qualifications Authority (ASQA) is the national regulator for Australia's vocational education and training sector. |
| Benchmarking | Defined by TEQSA as a structured, collaborative, learning process for comparing practices, processes or performance outcomes. Its purpose is to identify comparative strengths and weaknesses, as a basis for developing improvements in academic quality. Benchmarking can also be defined as a quality process used to evaluate performance by comparing institutional practices to sector good practice. ² |
| Client | Client includes individuals, groups and/or organisations that are provided with services by a psychologist or a provisional psychologist. |
| Client-related activities | Client-related activities support students to acquire graduate competencies as relevant to the level of graduate competency and/or the area or areas of practice undertaken, and are distinct from direct client activities (though supportive of it). Client-related activities may include the following activities: phone calls, focus groups, and meetings in the service of data-gathering or case management in support of service provision to clients; file review; report writing; team reporting and meetings where the student reports to the team to advise of client progress; delivery of psychoeducational content to service providers/organisation; completing log books and assessment tasks for the placement; supervision; professional development activities (e.g. simulated activities, role plays, workshops); travel with regard to client sessions. Travel, in regard to client care, should be limited to a maximum of 20% of client-related activity hours; this is particularly relevant for regional and remote interns. |
| Direct client activities | Direct client activities provide opportunities for students to acquire graduate competencies as relevant to the level of graduate competency and/or the area or areas of practice undertaken, and may include the following activities directly in support of client-focused assessment or intervention: phone calls with clients; face-to-face contact with clients (including e-health modes of delivery); and meetings where the student reports to the team/organisation (e.g. in the context of a nursing home, an employee assistance program), if the team/organisation will enact interventions to the client or is in fact the focus of interventions; work with clients, their families, employers, supervisors, teachers, health providers or legal guardians with regard to client care. |
| Delivery site | Delivery site includes but is not limited to a physical campus, a third party provider's facilities, or electronic delivery platforms. |
| Diversity | Diversity refers to the differences that exist between people, including but not restricted to cultural, ethnic origin, social, gender, sexual orientation, language, physical and intellectual ability, autism, socio-economic status, age, education, religion and nationality, including Aboriginal and Torres Strait Islander peoples. |

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| Equity | Equity in an educational context is generally termed ‘access and equity’. Access and equity in a tertiary educational environment means ensuring that individuals, regardless of their diverse circumstances, should have access to education and the opportunity to achieve their educational potential. |
| Graduate competencies | Graduate competencies are the skills, knowledge and attributes a person needs to attain to successfully complete a program at a particular level. Graduate competencies are specified for each of four levels including professional competencies for specialised areas of practice for nine areas of psychology practice. |
| Higher education provider | A higher education provider (HEP) registered in Australia by the Tertiary Education Quality and Standards Agency (TEQSA) under the Higher Education Standards Framework (HESF). |
| Impairment | Impairment has the meaning ascribed in the <i>National Law</i> . |
| Independent client manager | Refers to the student, when making a management decision about a client that is then reviewed by a supervisor. |
| Learning outcomes | Learning outcomes are the expression of the set of knowledge and skills, and the application of knowledge and skills a person has acquired and is able to demonstrate as a result of learning. ³ |
| Mandatory reporting | Mandatory reporting has the meaning ascribed in the <i>National Law</i> . |
| National Registration and Accreditation Scheme (NRAS) | The National Registration and Accreditation Scheme (NRAS) for health practitioners commenced on 1 July 2010. The NRAS has been established by state and territory governments through the introduction of consistent legislation in all jurisdictions. |
| Observer | The student, playing no active role, observes an interaction with a client that is carried out by a supervisor or other qualified practitioner. |
| Packaged programs of study | Packaged programs of study are programs that are designed to incorporate two levels of graduate competencies across two AQF levels. Such packaged programs allow for the progressive acquisition of graduate competencies from the lower level to the higher level and allows for greater flexibility in how the required graduate competencies are acquired. TEQSA provides guidance on designing such programs, see http://www.teqsa.gov.au/sites/default/files/NestedCoursesGN.pdf , and AQF explanations on clustered qualifications and the proportion of components of a qualification at a level provide additional guidance on packaging qualifications, see http://www.aqf.edu.au/wp-content/uploads/2013/06/Clustered-Qualifications-Explanation.pdf and http://www.aqf.edu.au/wp-content/uploads/2013/06/Components-of-a-Qualification-Explanation.pdf . Graduates typically would be awarded the higher AQF level qualification only. |
| Participant | During a client interaction, the student plays an active role either in part or in the whole of the interaction. |
| Practice placement | Practice placements provide opportunities in a relevant professional setting for the education and training of psychology students for the purposes of: <ul style="list-style-type: none"> • integrating theory into practice • familiarising the student with the practice environment • building the knowledge, skills and attributes essential for professional practice. During placements the provision of safe, high-quality client care and service is always the primary consideration. It is recognised that a practice placement may be conducted in a number of locations and settings. |
| Professional practice education | Elements of the program at pre-professional competencies and above, that address the practice of psychology in a professional psychology setting, including placement experience. |

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| Program | <p>Program, in the context of the Accreditation Standards for Psychology Programs and APAC's accreditation processes encompasses:</p> <ul style="list-style-type: none"> • A higher education program of study in psychology that leads to the achievement of an AQF qualification. • A higher education sequence of study that is a structured set of units comprising the learning and assessment required for achievement of one or more levels of the graduate competencies leading to the achievement of an AQF qualification. <p>A higher education sequence of study that is a structured set of units that comprises the learning and assessment required for achievement of one or more professional competencies for specialised areas of practice.</p> |
| Program of study | See Program |
| Provider | Means a higher education provider (HEP) registered in Australia by the Tertiary Education Quality Standards Authority (TEQSA) under the Higher Education Standards Framework (HESF). |
| Psychologist | <p>The Psychology Board of Australia (PsyBA) provides the following information about who is a psychologist in relation to registration status as follows:</p> <ul style="list-style-type: none"> • Psychologists with general registration have unrestricted rights to use the title 'Psychologist' or 'Registered Psychologist', and may undertake any work using that title. • Candidates undertaking doctoral degrees who have general registration, but do not have an endorsement, may only refer to themselves as a 'Psychologist' or 'Registered Psychologist'. • Provisionally registered psychologists undertaking the 4+2 pathway or the higher degree pathway for the purpose of obtaining general registration must only use the title 'Provisional Psychologist'. • A psychologist enrolled in a board registrar program leading to an endorsement may use the title 'Registrar' along with the area or areas of practice (e.g. 'Clinical Psychology Registrar'). • Psychologists with an endorsement may use the title associated with that area or areas of practice (e.g. 'Clinical Psychologist').⁴ |
| Psychology Board of Australia (PsyBA) | The Psychology Board of Australia (PsyBA) is responsible under National Law for the registration of psychologists in Australia and the development of standards, codes and guidelines for the psychology profession. |
| Research | <p>Research comprises systematic experimental and theoretical work, application and/or development that results in an increase in the dimensions of knowledge.⁵</p> <p>See <i>Evidence Guide</i> for requirements relating to research at each level.</p> |
| Sequence | A recognised set of units of study in psychology and the rules governing their completion including the order in which they must be undertaken. |
| Simulation | Simulation includes a wide range of simulated learning activities including role-plays and a range of simulated assessments, interviews, and interventions. They aim to provide opportunities for safe exposure to challenging or uncommon practice experiences or events; to support the application of specific relevant knowledge and skills; to provide experience with inter-professional practice; to increase student competence; and improve and evaluate practice-relevant performance in a controlled environment. |

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| Stand-alone area of practice program | A stand-alone area of practice program is one offered to a registered psychologist in order that they may complete a program in one of the designated specialised areas of practice. The program, generally of one-year duration, recognises prior learning in relation to professional competencies for general registration, but provides for achievement of professional competencies in a specialised area of practice as a forerunner to achieving area of practice endorsement. |
| Student | Student encompasses all persons enrolled in a psychology program and may include a psychologist holding provisional or general registration with the PsyBA. |
| Supervision | Supervision is the process of guiding students in their acquisition of graduate competencies (Level 3 or 4) through their direct client activities in a workplace or a simulated learning environment. It can be undertaken either individually or in a group. Supervision may use a range of methodologies that allow for face-to-face communication either in person or electronically. |
| Supervisor | The person who guides the student in their acquisition of graduate competencies (Level 3 or 4) through their direct client activities in a workplace or a simulated learning environment. See Appendix 1 for PsyBA requirements relating to supervisors. |
| Tertiary Education Quality Standards Agency (TEQSA) | The Tertiary Education Quality and Standards Agency (TEQSA) is Australia's independent national regulator of the higher education sector. TEQSA registers and evaluates the performance of higher education providers against the Higher Education Standards Framework (HESF) – specifically the Threshold Standards. |
| Unit | A separate and identifiable component of an undergraduate or postgraduate program, usually with its own assessment components and with a member of the academic staff responsible for coordination. Note the terms 'subject', 'course', 'topic' or 'sequence' may also be in use by providers. |

- 1 Derived from a definition in Medical Deans Australia and NZ (HWA project) Developing a National Assessment Blueprint for Clinical Competencies for the Medical Graduate Final Report <http://www.medicaldeans.org.au/wp-content/uploads/Medical-Deans-Competencies-Project-Stage-3-Final-Report-FINAL.pdf>
- 2 TEQSA, Guidance Note Benchmarking, http://www.teqsa.gov.au/sites/default/files/BenchmarkingGNFinal_o.pdf Accessed August 2017
- 3 Australian Qualifications Framework, Second Edition, January 2013
- 4 <http://www.psychologyboard.gov.au/Standards-and-Guidelines/FAQ/Psychology-FAQ.aspx#titles>
- 5 AQF, Research: An Explanation, <https://www.aqf.edu.au/sites/aqf/files/research-explanation.pdf>, Accessed August 2017



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APPENDICES:

1. PSYCHOLOGY BOARD OF AUSTRALIA REQUIREMENTS RELEVANT TO THESE ACCREDITATION STANDARDS

HEPs need to ensure that they are familiar with the requirements of the PsyBA relating to approval of courses for the purposes of provisional and general registration as a psychologist.

These requirements are complementary to the requirements of the APAC Accreditation Standards, but it is the responsibility of the provider to ensure ongoing compliance with PsyBA requirements.

The following guide shows the requirements of the PsyBA relating to provisional and general registration as a psychologist. These requirements must be met by HEPs if their courses are to be approved by the PsyBA for the purposes of registration as a psychologist under the *National Law*. APAC accreditation is a pre-requisite for approval of a program by the PsyBA, but accreditation status does not automatically lead to approval. Approval would be refused if the following requirements, or subsequent amendments and additions to these requirements, were not met by the provider.

| Rule or guideline | APAC competency level | PsyBA requirements relevant to these Standards | Link to PsyBA rule or guideline (all accessed August 2017) |
|---|-----------------------|--|--|
| Provisional Registration Standard | APAC Levels 3 & 4 | Students undertaking postgraduate programs intended to lead to general registration must be provisionally registered from the commencement of these programs, in order to undertake the period/s of supervised practice required to enable eligibility for general registration. | <i>Provisional Registration Standard</i> http://www.psychologyboard.gov.au/Standards-and-Guidelines/Registration-Standards.aspx See also: <i>Guidelines for Mandatory Notifications</i> http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx |
| Provisional Registration Standard: pre-requisite academic qualification | APAC Levels 1 & 2 | To be eligible for provisional registration a candidate must have completed a 4-year accredited sequence of study in psychology, completed in the last 10 years, or a sequence of study that, in the PsyBA's opinion, is substantially equivalent. | <i>Provisional Registration Standard</i> http://www.psychologyboard.gov.au/Standards-and-Guidelines/Registration-Standards.aspx See also: <i>English Language Skills Registration Standard</i> http://www.psychologyboard.gov.au/Standards-and-Guidelines/Registration-Standards.aspx <i>Guidelines: transitional Programs for overseas qualified applicants</i> http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx |

| Rule or guideline | APAC competency level | PsyBA requirements relevant to these Standards | Link to PsyBA rule or guideline (all accessed August 2017) |
|--|---------------------------------------|--|---|
| Provisional Registration Standard: placement hours | APAC Level 3 APAC Levels 3 & 4 | <p>Students undertaking a partial educational pathway (the “5+1” pathway), must have completed an approved 5th-year program, which must include 300 placement hours in order to be approved by the PsyBA.</p> <p>Students undertaking postgraduate studies through a full educational pathway (i.e. a Masters Degree (Coursework) or Doctoral Degree (Professional) undertake all placement hours within the degree, which must be an accredited program approved by the PsyBA.</p> <p>Current APAC requirements for accreditation are:</p> <p>Masters Degree (Coursework): 1000 total placement hours, including a minimum of 3 placements.</p> <p>Combined Doctoral Degree (Research) and Masters Degree (Coursework): 1000 total placement hours, including a minimum of 3 placements.</p> <p>Doctoral Degree (Professional): 1500 total placement hours including a minimum of 4 placements.</p> | <p><i>Provisional Registration Standard</i> http://www.psychologyboard.gov.au/Standards-and-Guidelines/Registration-Standards.aspx</p> <p>See also:</p> <p><i>General Registration Standard</i> http://www.psychologyboard.gov.au/Standards-and-Guidelines/Registration-Standards.aspx</p> <p><i>Guidelines for the 5+1 internship program</i> http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx</p> |
| Provisional Registration Standard: placement supervision | | <p>The Standard requires candidates for provisional registration, as part of an accredited program approved by the PsyBA, to undertake placements supervised by a PsyBA-approved supervisor. (See below.)</p> | <p><i>Guidelines for Supervisors and Supervisor Training Programs</i> http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx</p> |

* See 'Appendix 2: Pathways to Registration as a Psychologist



| Rule or guideline | APAC competency level | PsyBA requirements relevant to these Standards | Link to PsyBA rule or guideline (all accessed August 2017) |
|---|--|--|---|
| General Registration Standard: academic requirements | <p>APAC Level 1& 2</p> <p>APAC Level 3</p> <p>APAC Levels 3 & 4</p> <p>APAC Levels 3 & 4</p> | <p>The minimum qualification to be qualified to apply for general registration is a 4-year accredited sequence of study that has been approved by the PsyBA and that has been completed within the last ten years (or an equivalent overseas qualification). This would then be followed by either:</p> <ul style="list-style-type: none"> • a 2-year PsyBA-approved internship program, or • a 1-year accredited 5th-year program approved by the PsyBA followed by a 1-year PsyBA-approved internship program, or • a 2-year accredited 5th- and 6th-year postgraduate program approved by the PsyBA, or • the completion of all course work and practica of a 3-year accredited 5th-, 6th- and 7th-year postgraduate program approved by the PsyBA, after sufficient progress has been made in the research thesis. | <p><i>General Registration Standard</i> http://www.psychologyboard.gov.au/Standards-and-Guidelines/Registration-Standards.aspx</p> <p>See also:</p> <p><i>Guidelines for the 4+2 internship program</i> http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx</p> <p><i>Guidelines for the 5+1 internship program</i> http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx</p> <p><i>Policy for higher degree students applying for general registration</i> http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx</p> |
| General Registration Standard: supervised practice requirements | APAC Levels 3 & 4 | The Standard requires candidates for general registration to have undertaken, as part of an accredited program approved by the PsyBA, placements supervised by a PsyBA approved Supervisor. (See next page.) | <i>Guidelines for Supervisors and Supervisor Training Programs</i> http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx |

| Rule or guideline | APAC competency level | PsyBA requirements relevant to these Standards | Link to PsyBA rule or guideline (all accessed August 2017) |
|---|-----------------------|--|--|
| Area of Practice Endorsements Registration Standard | APAC Level 4 | <p>To be eligible for endorsement in one of the approved areas of practice, a registered psychologist must have completed:</p> <ul style="list-style-type: none"> • an accredited Masters Degree (Coursework) in one of the approved areas of practice, and a minimum of two years of approved, supervised, full-time equivalent practice with a Board-approved supervisor, or • an accredited Doctoral Degree (Professional) in an approved area of practice and a minimum of one year of approved practice with a Board approved supervisor. | <p><i>Area of Practice Endorsements Registration Standard</i> http://www.psychologyboard.gov.au/Standards-and-Guidelines/Registration-Standards.aspx</p> <p>See also:</p> <p><i>Guidelines on Area of Practice Endorsements</i> http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx</p> |
| Guidelines for Supervisors | APAC Levels 3 & 4 | <p>The PsyBA requires all supervisors, including higher degree practicum supervisors, to have held general registration as a psychologist for at least three years before beginning supervision, to have successfully completed full training in competency-based supervision, to maintain training and competence and apply to renew their Approved Supervisor status every five years.</p> <p>Competency Requirements are detailed in the Guidelines.</p> <p>Approved Supervisors are registered and listed on the PsyBA website.</p> <p>The Accreditation Standards for Psychology Programs (2019) state that programs leading to eligibility to enter the Board's registrar program require supervisors to hold the relevant area of practice endorsement (education providers must demonstrate a sound rationale if alternative arrangements are in place).</p> | <p><i>Guidelines for Supervisors and Supervisor Training Providers</i> http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx</p> <p>See also:</p> <p><i>Policy on refusing or revoking Board-approved supervisor status</i> http://www.psychologyboard.gov.au/Standards-and-Guidelines/Codes-Guidelines-Policies.aspx</p> |

2. PATHWAYS TO REGISTRATION AS A PSYCHOLOGIST



