Faculty of Science
School of Psychology

Clinical Psychology
Graduate Programs

Program Guide 2014
Welcome

The School of Psychology, University of Western Australia welcomes you as a postgraduate student studying Clinical Neuropsychology.

First of all, we recognise the hard work and many years of study that have gone into getting you this far. We anticipate that you will find professional higher education both exciting and challenging and very different to your experiences as an undergraduate and honours student. As a postgraduate there is a far greater emphasis on independent learning, critical and reflective practice, through which you will develop your skills and clinical knowledge, and enhance your engagement with professional psychologists and allied health professions. There are also many more opportunities for you to contribute to the activities of the school, including assisting your fellow students, and becoming involved in teaching of undergraduates or supporting of Honours projects.

The most successful students are those who keep an open mind: allowing themselves to be challenged with new ideas and experiences, and those who are highly organised: planning ahead and developing strategies to manage all the many pressures and demands placed on them by PG training, and life in general. Doing only what is required to get the degree simply is not enough.

We are delighted that a substantial number of our postgraduate students contribute to the teaching and research activities of the School. We recognise this contribution and, as far as resources permit, provide support for such activities.

This guide contains an overview of the Program and the support available to you. However, detailed information about individual Units can be found online at UIMS. As a general rule, information should be sought from the staff member identified as responsible for the Unit, Placement, or the Program Coordinator. However, as the Director of Postgraduate Studies, my door is open if further discussion, beyond these staff members, would be helpful.

There is an opportunity for postgraduates to provide feedback regarding the program and contribute to discussions through student representation on School Committees. Please consider this as an opportunity to gain invaluable experience representing your fellow students.

Winthrop Professor Andrew Page
Postgraduate Programs Director
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Information in this publication is correct as at 24th February 2014 but may be subject to change. In particular, the University reserves the right to change the content and/or the method of presentation and/or the method of assessment of any unit of study, to withdraw any unit of study or program which it offers, to impose limitations on enrolment in any unit or program and/or to vary arrangements for any program. This guide should be read in conjunction with UWA Policy and Procedures

http://www.studentadmin.uwa.edu.au/welcome
Introduction

The University of Western Australia (UWA) is Western Australia’s premier tertiary institution. Established in 1913 and moving to its present location in 1930, the University boasts one of the most picturesque campuses in the country. The University is situated about halfway between the city of Perth and the Indian Ocean and is a 10 minute drive or 20 minute bus journey from each. The campus is a garden setting that extends along the banks of the Swan River and at the southern end is a popular windsurfing area of international status. Restaurants, coffee shops, and hotels are close by the campus. Accommodation is available within walking distance of the University in Colleges, flats and houses.

Since being established in 1930, the second psychology department in Australia and the first to offer a full undergraduate course, the School of Psychology at UWA has maintained its reputation for innovative research and teaching. The School has approximately 30 full-time academic staff, 1000 undergraduates, and more than 150 students enrolled in higher degree programs.

Staff and research students are actively involved in a broad range of fundamental and applied research programs. The research is supported by University funding and by grants from Government and private funding agencies. Many projects require a team approach to research and many involve interdisciplinary collaboration. Much of the research is accomplished in special-purpose research facilities and other projects take place in community settings such as schools and industrial organisations. Research activities in the School are supported by technical staff. The School has developed a well-deserved reputation for being successful at winning financial support from outside the University for basic and applied research and attracts substantial external research grants.

The School is well equipped with teaching, laboratory, and office space. In addition, it has three centres located on the campus, including the Neurocognitive Development Unit/Child Study Centre (which incorporates a learning clinic, a kindergarten, a pre-primary and a special education unit), The Elizabeth Rutherford Centre for the Advancement of Research on Emotion (CARE) and the Psychology Hub (which incorporates the Robin Winkler Clinic). These centres provide excellent teaching and research facilities, and have made a major contribution towards establishing the School’s reputation for applied and community research. A Test Library is located in General Purpose Building 3, which houses the Psychology Hub along with the Elizabeth Rutherford Centre for the Advancement of Research in Emotion.
Mission Statement

The School of Psychology’s mission is to advance the scientific discipline of psychology at an international level:

- through the publication of basic research and applied research findings which further the understanding of psychological processes;

- through the provision of undergraduate and postgraduate training which enables and encourages our graduates to participate actively in the production and dissemination of new psychological knowledge; and

- through the promotion within the community of the important benefits of psychological research.
## Staff Contacts

### Academic Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Room/Location</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Romola Bucks</td>
<td>Program Director (Clinical Psychology)</td>
<td>Room 1.43, Main Psychology Building</td>
<td>6488 3232</td>
<td><a href="mailto:romola.bucks@uwa.edu.au">romola.bucks@uwa.edu.au</a></td>
</tr>
<tr>
<td>Michael Weinborn</td>
<td>Program Director (Clinical Neuropsychology)</td>
<td>Room 2.07, Main Psychology Building</td>
<td>6488 1739</td>
<td><a href="mailto:michael.weinborn@uwa.edu.au">michael.weinborn@uwa.edu.au</a></td>
</tr>
<tr>
<td>Sue Byrne</td>
<td>Academic Staff</td>
<td>Room 1.23, Main Psychology Building</td>
<td>6488 8079/3579</td>
<td><a href="mailto:sue.byrne@uwa.edu.au">sue.byrne@uwa.edu.au</a></td>
</tr>
<tr>
<td>Neil McLean</td>
<td>External Placement Coordinator</td>
<td>Room 1.25, Main Psychology Building</td>
<td>6488 3580</td>
<td><a href="mailto:neil.mclean@uwa.edu.au">neil.mclean@uwa.edu.au</a></td>
</tr>
<tr>
<td>Jeneva Ohan</td>
<td>Academic Staff</td>
<td>Room 1.41, Main Psychology Building</td>
<td>6488 3249</td>
<td><a href="mailto:jeneva.ohan@uwa.edu.au">jeneva.ohan@uwa.edu.au</a></td>
</tr>
<tr>
<td>Troy Visser</td>
<td>Graduate Research Coordinator (PhD)</td>
<td>Room 1.21, Main Psychology Building</td>
<td>6488 3635</td>
<td><a href="mailto:troy.visser@uwa.edu.au">troy.visser@uwa.edu.au</a></td>
</tr>
<tr>
<td>Carmela Pestell</td>
<td>Internal Practicum Coordinator</td>
<td>Room 1.23, Main Psychology Building</td>
<td>6488 3579</td>
<td><a href="mailto:carmelapestell@uwa.edu.au">carmelapestell@uwa.edu.au</a></td>
</tr>
<tr>
<td>Werner Stritzke</td>
<td>Academic Staff</td>
<td>Room 2.05, Main Psychology Building</td>
<td>6488 3578</td>
<td><a href="mailto:werner.stritzke@uwa.edu.au">werner.stritzke@uwa.edu.au</a></td>
</tr>
</tbody>
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### Administrative Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Room/Location</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hayley Hutchison</td>
<td>Student Services Manager</td>
<td>Room G.11, Main Psychology Building</td>
<td>6488 7061</td>
<td><a href="mailto:hayley.hutchison@uwa.edu.au">hayley.hutchison@uwa.edu.au</a></td>
</tr>
<tr>
<td>Maria Puerta Francos</td>
<td>Postgraduate Administrative Officer</td>
<td>General Office, Main Psychology Building</td>
<td>6488 3247</td>
<td><a href="mailto:postgradinfo-psy@uwa.edu.au">postgradinfo-psy@uwa.edu.au</a></td>
</tr>
<tr>
<td>Susan Pippet</td>
<td>Postgraduate Administrative Assistant</td>
<td>Hub Reception, General Purpose Building 3</td>
<td>6488 2644</td>
<td><a href="mailto:clinic-psy@uwa.edu.au">clinic-psy@uwa.edu.au</a></td>
</tr>
<tr>
<td>Beth Thompson/Doreen Wang</td>
<td>Administrative Assistant</td>
<td>General Office, Main Psychology Building</td>
<td>6488 3267</td>
<td><a href="mailto:info-psy@uwa.edu.au">info-psy@uwa.edu.au</a></td>
</tr>
</tbody>
</table>
Training in Clinical Psychology

The School of Psychology first offered systematic training in clinical psychology in 1949 with a one-year postgraduate course. This was the first postgraduate qualification in psychology in Australia. The course was expanded into a three year postgraduate Diploma in Clinical Psychology in 1956. The Bachelor of Psychology and Master of Psychology degrees were introduced in 1964. A combined MPsy/PhD program was first offered in 1983 and the DPsych (Clinical) program was introduced in 2006.

Currently, the School offers one route to clinical psychology training: the MPsy/PhD program.

The MPsy/PhD is a full-time course of study that involves concurrently completing the MPsy coursework and doctoral research over a four-year period. The MPsy/PhD program offers an integrated clinical-research training to those individuals who want not only to acquire the skills of a professional clinical psychologist, but wish to make an ‘original and substantial contribution to knowledge’ relevant to abnormal and clinical psychology through their doctoral research and thereafter.

The Postgraduate program is predominantly organised and taught by staff from the School of Psychology many of whom are clinically trained and have acknowledged expertise in clinical research. Their expertise is reflected in their contribution to the discipline. In recent years they have contributed to the most prestigious journals in the field, such as Journal of Abnormal Psychology, Archives of General Psychiatry, Annual Review of Psychology, Psychological Bulletin, Psychological Assessment, Clinical Psychology Review, Behaviour Research and Therapy, SLEEP, and American Journal of Psychiatry; on topics ranging from the training of clinical psychologists to the theory, diagnosis, assessment, and treatment of psychological disorders. Further, they have contributed to and written books on clinical psychology and clinical neuropsychology in Australia, behaviour therapy, cognitive psychology and emotional disorders, and published treatment programs for anxiety disorders, self-esteem, assertion, and drinking problems. Some classes are offered by clinical psychologists and neuropsychologists from the field.
The Clinical Training program is based on a scientist-practitioner model of clinical psychology. Consequently, the programs can be conceptualised as having three interrelated components:

1. an academic component which aims to provide students with the necessary theoretical and empirical base;

2. a clinical component which focuses on teaching students practical skills and techniques informed by available research evidence; and

3. a research component which aims to train students to critically read research reports and carry out research projects so that these skills can be translated into their future work.

The program is divided into coursework, field placements, and a research thesis. There are obviously parallels and interweaving between the three components listed above. Students learn about research by doing their own, by learning about the empirical base of the profession, and by evaluating their clinical practice. Likewise, students learn about clinical aspects both on placement, in class, and during research activities. Wherever possible, these three elements will be drawn together.

**Philosophy and Core Purpose**

**General Principles**

The overall objective of the postgraduate Clinical program is to produce psychologists who have the necessary high-level academic and practical foundation, skills and experience to be able not just to develop into competent clinicians grounded in the scientist-practitioner tradition, but also to be the evidence-generators of the future. In addition to being skilled at developing therapeutic relationships with their clients and being competent to work productively and to the benefit of a wide range of clients across a broad variety of settings, clinicians should have the skills needed to work professionally across a range of levels, from work with individual clients and their families to the planning and development of systems of service. Equally important, trainees from UWA should have the skills and knowledge to gather the evaluative evidence of what works, and contribute to the search for clearer or new theoretical frameworks, which will aid the development of new interventions.

**Philosophy**

Working as a clinician is a demanding career and so our staff is equally demanding in working with you to develop your confidence, competence and work-readiness as a practitioner. We are committed to supporting trainees in their efforts to become ethical, skillful and engaged practitioners able to work in a range of settings with responsibility for clients with diverse presentations and complex needs. Our priority is also to develop resilient clinicians who can effectively manage the many demands of the clinical work context. We do this by adopting a strong competencies approach to your training and by scaffolding your learning in a way that develops these competencies along with increasing readiness for independence in practice.

Research skills are both intrinsic to the clinician’s role and a fundamental part of what differentiates clinical psychologists from other health-care practitioners. Such skills
include competence in designing and implementing research in clinical settings, as well as the ability to evaluate their own practice as well as evaluating (that is consuming) published research, and knowing how safely to apply research findings in their own practice. Accordingly, research is an integral part of clinical practice, and trainees should see acquiring research skills as central to their competence. Wherever possible, trainees should consider the importance of sharing their own findings.

We strongly value and support respectful working relationships at all levels within the Program and their interfaces with stakeholders (supervisors, clients, etc.). Within the program team, we aim to create a community that works well collectively and is open to different conceptual views. The team aims to have representation from a breadth of specialties and psychological models. There is an emphasis on partnership working with local clinical and health services.

We view Trainees as adult learners whom we encourage to bring a professional and mature approach to training. Transitioning from being an undergraduate student to a professional practitioner at postgraduate level can be challenging. We are committed to providing support and opportunities for students to develop their skills and identity as reflective, responsible professionals. At postgraduate level, training is a collaborative endeavour between students and staff to assist emerging clinicians to find their pathway to independence in practice and lifelong learning. Ultimately, however, you are responsible for your own learning and for taking advantage of the many opportunities provided by training at UWA.

One of the biggest challenges of the transition from undergraduate to postgraduate student status is the shift to working full-time on your training. As a rough rule of thumb, each point in a Unit equates to about 2 hours of work per week (whether that is face-to-face time with your trainers, or placement activities, reading, writing, preparing reports/essays, or research work): in other words, roughly 48 hours a week. Unlike when you were an undergraduate, you can expect to be working at this full-time level all year, except for statutory and annual leave. **When we say ‘full-time’ we really mean it!** As you will see from the program detail below, there are a lot of competencies, skills and experiences for you to develop by the time you graduate. You will be kept very busy.
The Program and the University of Western Australia are responsible to a number of stakeholders. These include:

- members of the general public who are in need of clinical psychology and clinical neuropsychology services. This duty of care means that the Program holds a ‘gate-keeping’ function, whereby it ensures that its graduates are competent to practice at an acceptable level when they qualify;
- local Clinical Psychology and Clinical Neuropsychology services;
- potential employers, who wish to ensure service provision;
- trainees;
- those who provide the training, including clinical and clinical neuropsychology supervisors and staff members;
- Course Accrediting and Professional Registration bodies including APAC, AHPRA and PBA.

**Core purpose of the program**

The aims of the Program are:

- to work with trainees to develop the academic and clinical foundations necessary to begin working as practitioners
- to work with trainees to develop their knowledge-base and foundation skills on which to build and develop their competence during subsequent clinical and research practice
- to ensure that there is strong integration of such clinical skills, knowledge base and supporting research practices
- to develop the evidence generators of the future in the profession

These aims are achieved by:

- providing exposure to and practice in a number of models of clinical work
- ensuring adequate training in the academic bases of these models
- emphasising the importance of the academic base in all areas of work
- emphasising the need continually to question and evaluate one’s objectives and achievements
- basing the Program in a university School of Psychology, where there is an appropriate model of postgraduate learning (as well as appropriate facilities)
- working from a scientist-practitioner framework in which research and practice are brought together in an integrated way
- working with service providers in the community to ensure the relevance of our training to changing community need and to strengthen pathways to employment for our graduates
- maintaining a focus on systems and structures that are clearly defined and productive to ensure efficiency and professionalism in psychological work
Competencies of a Clinical Psychologist

During their training in the program, trainees must acquire a number of core competencies:

i) An understanding of the ethical principles and professional issues that underpin clinical practice. This includes:
   - introduction to the ethical and professional issues involved in the PBA/AHPRA (based on the codes of the APS)

ii) The ability to critically appraise existing knowledge and to be able to extrapolate from this knowledge base. These competencies include:
   - skills of critical analysis and synthesis of information;
   - keeping up to date with the literature;
   - the ability to be self-aware and reflective in clinical and research contexts, including having awareness of the limits of one’s knowledge;
   - knowledge of both normal development and abnormal development, of clinical populations, and of the influence of society and culture on ‘normal’ functioning.

iii) The ability to assess psychological problems as a basis for intervention. This includes:
   - the interpersonal skills and empathy necessary to carry out an appropriate assessment;
   - knowledge of and competence in the selection, administration, scoring and interpretation of standard psychometric tests;
   - the ability to undertake structured observation and behavioural analysis;
   - the ability to take a detailed history, and to demonstrate questioning and listening skills in interviews;
   - the ability to formulate the client(‘s)’ problems in terms of a coherent theory, and to generate hypotheses based on this formulation. This includes the ability to reformulate or modify the formulation in response to the developing evidence.

iv) Understanding the importance of evidence in clinical practice. This requires two approaches to clinical practice:
   - Evidence-based practice.
     - Which is the ability to select interventions based on a critical evaluation of the published evidence on effectiveness of the approach, given the formulation of the case;
   - Evidence-generating practice;
     - The understanding that our knowledge base is incomplete, but that the individual clinician’s experience is an important means of extending that knowledge base.

v) The ability to apply therapy skillfully and effectively. This requires:
• a high level of interpersonal skills;
• understanding of and skills in a range of psychological treatments, including cognitive, behavioural, systemic, person-centred and psychodynamic methods;
• experience of working with individuals, families and groups;
• an understanding of the commonalities and divergences among approaches, and of ways in which these approaches can be integrated;
• evaluation of the progress and outcome of clinical work. This evaluation should be seen as the basis for modification of clinical practice, both for that client and for future clients;
• an understanding of complexities, co-morbidities and complex risk factors that may be relevant for working with clients.

vi) The ability clearly to articulate and define the objectives of research and to undertake relevant studies. This requires:

• understanding the wide range of research methods applicable to clinical psychology (and clinical neuropsychology);
• the ability to plan and carry out clinical research at a variety of levels (e.g., single-case designs, small-scale research, service-related research, large-scale research);
• the ability to be a critical consumer of clinical psychology research.

vii) The ability to communicate psychological knowledge. This requires:

• the ability to write clear, well-argued letters and clinical reports to clients and to referring agents, essays, papers and research reports;
• skilled verbal presentation (e.g., lectures, teaching, seminars, case meetings);
• the ability to teach in a manner that is appropriate to the setting, audience and demands.

viii) The ability to function effectively at all levels in the health service. This includes:

• an understanding of professional and service issues;
• awareness of philosophies and models of health care;
• the ability to assess the demands of the service and to evaluate priorities;
• the ability to organise one’s time and to provide an effective service;
• knowledge of organisational psychology (as it relates to change in clinical services);
• the ability to function professionally and effectively in a multi-disciplinary team setting;
• the ability to present an effective case and to participate in decision making and committees.
Implementing these principles
The Program has the following organisational principles, which are used in order to assist the trainees to achieve the competencies outlined above:

i) There is integration of the research, academic and clinical components of training;

ii) The Program seeks and responds to feedback (from clients, supervisors, teachers, trainees and external stakeholders);

iii) Trainees are monitored throughout the program. The monitoring process is designed to ensure that the trainee’s experience is adequately broad and integrated, while ensuring that there is sufficient space and time in which to absorb and integrate the material;

iv) There is appropriate support for the trainees including when they do not reach the required competencies;

v) The Program structure and content are designed to comply with APAC accreditation guidelines as well as AHPRA and PBA professional guidelines for practice, in order to ensure that training reflects national practice and that graduates will have the requisite skills for registration.
Structure of the MPsych/PhD (Clinical) Program

MPsych/Phd Program  (Course Code: 00890/52590 and 01870/54570 for 2014 intake)

The overall structure of the MPsych/PhD (Clinical) program is as follows:

During the **first-year**, MPsych/PhD students take 4 foundational clinical skills units. Students also prepare their PhD proposal, in consultation with their supervisor(s). There are no placements in the first year for this program to allow you to get your research going.

During the **second-year** students continue to take clinical skills units and an additional research unit designed to equip them with more clinically specific applied clinical research skills. They also work on their PhD theses. In semester 1 of your second year, MPsych/PhD students begin their experiential learning through practicum activities. These activities evolve from very structured and heavily supported training, practice and implementation opportunities, to activities in which there is increasingly greater demand for the trainee to work more independently on more complex clinical tasks. There are a range of closely supervised opportunities within the Centres and Clinics to develop competencies in a broad range of assessment and intervention skills. This provides a firm footing on which to advance to more challenging clinical casework and associated professional activities. Students will be invited to participate in pediatric and adult practicum work including face to face work with clients. We have programs that involve training in detailed neurodevelopmental profiling with individual clients, through to brief interventions to group work. We encourage students to try a wide range of activities to develop a broad and strong skill base. This internal practicum work is likely to extend for at least one year.

Throughout the **third year**, students continue to take coursework units, building on the knowledge and skills they have acquired in the first year. Students continue with data collection, interpretation and the writing of their theses. Clinical placement experiences now extend to more clinically challenging placements hosted by, or involving partnerships with, community-based psychological service providers. This placement can be taken in the first or second part of the year. Students attend the placement for three days per week during vacation and two days per week during semester.

During the **fourth year** students complete their final clinical placement, and write up and submit their PhD.

The recommended sequence of coursework units for 2014 commencing students is outlined below. Students who commenced studies prior to 2014 are advised to follow their individual course plans.
Year 1 (2014)

**Semester 1**
- PSYC5672 Foundations in Clinical Skills I
- PSYC5673 Foundations in Clinical Skills II
- PSYC9920 PhD Thesis

**Semester 2**
- PSYC5674 Assessment and Intervention - Childhood Disorders
- PSYC5675 Assessment and Intervention - Emotional Disorders
- PSYC9920 PhD Thesis

Year 2

**Semester 1**
- PSYC5678 Practicum I
- PSYC5530 Applied Research Methods
- PSYC9920 PhD Thesis

**Semester 2**
- PSYC5531 Assessment and Intervention - Adult Complex Disorders
- PSYC5679 Practicum II
- PSYC9920 PhD Thesis

Year 3

**Semester 1**
- PSYC5XXX *Either elective unit*
- PSYC9920 PhD Thesis

**Semester 2**
- PSYC5533 *Clinical Psychology and Health 2*
- PSYC9920 PhD Thesis

**Special teaching periods 5, 6 or 7**
- PSYC5663 External Practicum

Year 4

**Semester 1**
- PSYC5XXX *Or elective unit*
- PSYC9920 PhD Thesis

**Semester 2**
- PSYC5XXX *Or elective unit*
- PSYC9920 PhD Thesis

**Special teaching periods 5,6 or 7**
- PSYC5664 External Practicum
*Please select one Elective unit:

Semester 1:
- PSYC5534 Pediatric Psychology 1 (available alternate years, 2014, 2016, etc.)
- PSYC5536 Neuropsychology 1 (available alternate years, 2015, 2017 etc.)

Semester 2:
- PSYC5535 Pediatric Psychology 2 (available alternate years, 2015; 2017 etc.)
- PSYC5537 Neuropsychology 2 (available alternate years, 2015, 2017, etc.)

With respect to the completion of coursework units, it is important that you liaise with the MPsych/PhD Clinical Coordinator (Romola Bucks) to ensure that you are completing all requirements of the MPsych program. With respect to the research component, it is important that you liaise with both your supervisor, the MPsych/PhD Clinical (Romola Bucks) and PhD (Troy Visser) Coordinators but you must:

1. submit a PhD proposal to the School’s review panel within five months of enrolment;
2. meet annual milestones as set by your review panel; and
3. complete the research and thesis within 4 years of enrolment.

Program Requirements

Provisional Registration with Psychology Board of Australia

As a postgraduate student enrolled in an APAC accredited higher degree leading to general registration, you must be registered as a provisional psychologist with the Psychology Board of Australia (PBA). You will need to register from the commencement of enrolment in your higher degree and for the duration of enrolment; including during completion of your thesis.

Information on provisional registration can be obtained from the PBA website: http://www.psychologyboard.gov.au/Registration/Provisional.aspx. Once registered, a copy of your registration certificate must be given to the Postgraduate Administrative Officer, to be filed on your student file.

As a provisionally registered Psychologist, students must act in accordance with codes of ethical and professional conduct as outlined by the PBA. Students are responsible for familiarising themselves with the Health Practitioner Regulation National Law Act 2009, with particular attention to Part 7: Registration of Health Practitioners; Part 8: Health, Performance and Conduct and Part 10: Information and Privacy. A copy of the Act is available at: http://www.slp.wa.gov.au/legislation/statutes.nsf/main_mrttitle_12107_homepage.html
Working with Children (WWC) Check

Students whose placements require them to work unsupervised with children must also apply for a Department for Child Protection “Working with Children Check” (WWC Check). As a student you are entitled to apply as a ‘volunteer’, with a reduced application fee.

You will find further information on the Working with Children Check at: http://www.checkwwc.wa.gov.au/checkwwc/Education+Providers+and+Students/How+to+Apply+and+Card+Renewals.htm

Please take your Working With Children Check card to the Postgraduate Administrative Assistant so that a copy can be made for your student file.

Police Check

Students are required to obtain a Police Check prior to client contact. Students must also notify the Placement Coordinator if their criminal record status changes during the course of their study. The WA Department of Health requires all students on placement to have a valid Department of Health Clearance Card. To obtain a Clearance Card you will have to show a current (within the last 12 months) Police Check or you can pay a fee (approx. $33.00) for the Health Department to conduct their own criminal record screen.


Please take your Police Check certificate to the Postgraduate Administrative Assistant so that a copy can be made for your student file.

Enrolment Information

As early as possible, students should take the time to familiarise themselves with the key websites containing policies, guidelines and other information relevant to their course, as well as with the Rules in the UWA Postgraduate Handbook.

For students enrolled in courses administered by the Graduate Research School (all PhD) it is essential to become familiar with the Graduate Research School website (www.postgraduate.uwa.edu.au).

Students enrolled in coursework degrees (MPsych, DPsych, MPsych/PhD) should refer to the Faculty of Life and Physical Sciences website (www.science.uwa.edu.au/).

Confirmation of enrolment

If you have enrolled online you can view a Receipt of Enrolment as part of the online process. Your confirmation of enrolment can also be accessed through studentConnect at www.studentadmin.uwa.edu.au/welcome/student_connect using your Student ID and your Pheme password. It is imperative that you check your enrolment carefully, and if any information is incorrect you must bring this notice to the Student Administration Enquiry Counter (Hackett Hall) as soon as possible. If you are unable to come in person, telephone (08) 6488 3235.
Account management system
All new UWA students are required to visit the Pheme website (www.pheme.uwa.edu.au) to activate their Pheme account. The activation process involves setting a security question and a password. You will need your Pheme password to log into many UWA services including the studentConnect website which allows you to view information such as your personal details, your enrolment and, where applicable, your examination schedule.

UWA campus card
All students require an official UWA Campus Card with an identifiable photograph (student ID card).

The card, which includes your photograph, student number, and library barcode, will be issued free at the time of enrolment to all new students. It is a requirement of your enrolment that you obtain a Campus Card. You will need your card for identification purposes, to change your enrolment or withdraw from your course, to change your address, to use the library facilities, and whenever you sit for an examination conducted by the University.

Campus Cards: http://www.campuscard.uwa.edu.au/

Managing your enrolment
You are responsible for the management of your enrolment. It is up to you to select units that will satisfy course regulations and lead to graduation. You do this by:
- checking your enrolment online through studentConnect at www.studentadmin.uwa.edu.au/welcome/student_connect using your Student ID and your Pheme password.
- reading your Postgraduate Program Guide(s)
- consulting with Program Advisers when you first enrol or change your enrolment

Changing your enrolment or withdrawing
Please refer to the Student Administration website regarding changes to enrolment. www.studentadmin.uwa.edu.au/welcome/enrolment

All International Students must consult with the International Centre prior to changing their enrolment, as withdrawal and other changes may affect the student visa. www.international.uwa.edu.au/students/intstudents

It is important to familiarise yourself with the important dates for the start, finish, census, and academic withdrawal for each semester and non-standard teaching period. www.student.uwa.edu.au/course/dates

Fees Commitment
Fees are payable at the time of enrolment. For all enquiries regarding fees please contact the Administrative Officer (HECS/Enrolments), Student Administration on 6488 4674 or Student Enquiries on 6488 2469 or 6488 8916 or visit the Web site at: http://www.studentadmin.uwa.edu.au
Important dates for the University year in 2014
Please, visit the website below for UWA Important Dates 2014 updates


Please note that Internal and external placements and work on the PhD thesis will continue through non-teaching study breaks. Classes in coursework units are not generally scheduled during these breaks.

Course and Unit Information

Course Materials Online (CMO)
CMO contains course materials identified by your lecturers as important for your unit. Items listed may include online journal articles, book chapters, examination papers or links to books and other items held in a subject library's reserve or main collections. CMO can be accessed at:
www.is.uwa.edu.au/information-resources/cmo

Unit Information Management System (UIMS)
Unit outlines provide detailed information about the units within your course, including:

- contact information
- unit rules
- assessment details (e.g. assessment mechanism, learning outcomes)
- unit details (e.g. description, structure, schedule)

Each unit has a unit outline on UIMS (www.unitoutlines.science.uwa.edu.au). Unit outlines are published on UIMS one working day prior to the commencement of the semester or relevant teaching period in which the unit is offered.

Learning Management System (LMS)
LMS is UWA’s Learning Management System that provides staff and students with a password protected, online learning environment. Your unit coordinator may create an LMS unit for the unit you are studying and include a suite of resources and activities. You should regularly check your LMS, since your unit coordinator may communicate with you only through the LMS unit, and will often post useful papers, slides and other important resources. LMS can be accessed at:
www.lms.uwa.edu.au

Academic Conduct Essentials (ACE)
Academic Conduct Essentials (ACE) is a compulsory online module for all students about ethical scholarship and the expectations of correct academic conduct that
UWA has of its students. Those students required to complete ACE are automatically enrolled in the unit and can access it through their Learning Management System (LMS).

You must complete the ACE module within the first 10 weeks of your enrolment.

Information about ACE is available at:


**Academic Assessment Policies and Processes**

Assessment in the clinical programs takes many forms including essays, literature reviews, theses, exams, vivas and reports of various kinds.

**Assessment Mechanism Statement**

Assessment details for each unit, including an assessment mechanism statement, can be found in individual unit outlines on the University’s Unit Information Management System (UIMS - [www.unitoutlines.science.uwa.edu.au](http://www.unitoutlines.science.uwa.edu.au)). Unit outlines are published on UIMS one working day prior to the commencement of the semester or relevant teaching period in which the unit is offered.

**Award of Grades and Marks**

The following classifications are used for final results:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD (Higher Distinction)</td>
<td>80-100%</td>
</tr>
<tr>
<td>D (Distinction)</td>
<td>70-79%</td>
</tr>
<tr>
<td>CR (Credit Pass)</td>
<td>60-69%</td>
</tr>
<tr>
<td>P (Pass)</td>
<td>50-59%</td>
</tr>
<tr>
<td>N+ (Fail)</td>
<td>45-49%</td>
</tr>
<tr>
<td>N (Fail)</td>
<td>0-44%</td>
</tr>
<tr>
<td>AC (Assessment Continuing)</td>
<td></td>
</tr>
<tr>
<td>FC (Failed Component)</td>
<td></td>
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<tr>
<td>NA (Results Not Available)</td>
<td></td>
</tr>
<tr>
<td>UF (Ungraded Fail)</td>
<td></td>
</tr>
<tr>
<td>UP (Ungraded Pass)</td>
<td></td>
</tr>
</tbody>
</table>

**Special Consideration**

A student who believes that illness or other significant circumstances have had, or will have, an adverse effect on their academic performance in, or preparation of, work for assessment, may apply to the relevant faculty or board for special consideration. Information on applying for special consideration can be found at:
Requests for extensions of the submission deadlines for written work must be made to the appropriate Program Coordinator, not the Unit Coordinator, in which the extension is sought. Extensions will normally be granted only in instances where an unforeseeable and unavoidable event, such as illness, prevents the work from being submitted by the due date. Extensions to the deadline will not be granted for holidays, professional and sporting commitments, or clashing assignment deadlines. Late assignments will be penalised by 5% of the available marks for each day after the published submission deadline. You should note that work submitted on the due day but after the submission time specified will be recorded as one day late.

Students are expected to pass all units in the Program. Students can request that failed assessments be check marked and students may be given the opportunity of resubmitting once. The maximum mark awarded on the second marking will be 50%. Students who fail exams may be offered a supplementary examination.

Decisions concerning whether students are permitted to enrol in subsequent years, whether they are granted extensions, and whether they take out the degree, are made by the Higher Degrees Committee of the Faculty of Life and Physical Sciences, taking into account the recommendation of the School of Psychology.

**Charter of Student Rights and Responsibilities**

The Student Charter is a policy that outlines your rights and responsibilities as a UWA student. The Student Charter contains information on:

- general and fundamental rights and responsibilities
- equal opportunity and non-discrimination
- access to education
- quality of education
- student representation
- procedures for grievances, appeals and complaints

It recognises that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University's role of awarding formal academic qualifications to students, the University must strive to instil in all students independent scholarly learning, critical judgement, academic integrity and ethical sensitivity.

The Charter can be found at: [www.aps.uwa.edu.au/home/policies/charter](http://www.aps.uwa.edu.au/home/policies/charter)

**Approved leave**

If you are planning to interrupt your studies, you must apply for Approved Leave by the end of the third week of semester one, otherwise, you are expected to maintain a valid enrolment in at least one unit of study in each semester.
If you do not gain approval for a period of leave, you will be regarded as having discontinued your course and should you wish to re-commence your studies, you will be required to apply for readmission.

Please refer to http://www.student.uwa.edu.au/course/enrolments/changing/leave for further information on approved leave including the University's policy on approved leave, lodging an application and recommencing study.

Request for Signatures

Please note that you will be required to give sufficient notice when requesting signatures from academic staff (e.g. Head of School, Program/Unit Coordinator, Graduate Research Coordinator, Business Operations Manager/School Manager). Two to three days notice is typically required; however, getting a signature may take longer than this if key academic staff are on leave. Given this, please ensure you have any paperwork that requires signatures prepared well in advance of the submission deadline. This includes having all relevant sections completed and signed by the relevant individuals (e.g. yourself, your supervisor/s).

Requests for Head of School Signature on Psychology Board of Australia (PsyBA)/AHPRA documentation for registration

The Head of School will only sign off on an application for registration PsyBA/AHPRA (Form PDEC-76) once your thesis has been externally examined and classified by the School’s relevant examination committee (e.g. MPsych, DPsych, PhD). In some instances an internal examiner can be nominated who can confirm that you have progressed sufficiently in your research thesis, to the point where the thesis writing is equivalent to a Masters size thesis and scope. If you are doing this, your internal examiner must be nominated at the same time (or earlier) as your nomination of external examiners. The internal examiner must also have been contacted prior to nomination by your supervisor and their agreement to act as internal examiner given.

Staff-Student Liaison

Much of the teaching in the program takes place in small groups, and direct access to the relevant staff member is usually straightforward in these contexts. Normally, an issue relating to a specific unit should be raised with the appropriate lecturer or Unit Coordinator (as listed in this Course Guide) in the first instance.

Students should feel free to raise any issues related to the course with Romola Bucks (6488 3232, romola.bucks@uwa.edu.au) who is the Coordinator of Clinical Programs.
Each year efforts are made to improve the MPsyCh/PhD programs. To help staff achieve this, students are requested to give feedback on all aspects of the program. In some units, students will complete SPOT (Student Perceptions of Teaching) and SURF (Students’ Unit Reflective Feedback) questionnaires which are administered and scored by the UWA Centre for Staff Development.

The Program Coordinator, or representative, will meet with first and second-year students for feedback sessions. If students have concerns about the program or have problems with satisfying course requirements, they are encouraged to make an appointment to see the Clinical Program Coordinator.

**Academic Conduct: Ethical Scholarship, Academic Literacy and Academic Misconduct**

The University strongly supports teaching and learning that promotes academic literacy and ethical scholarship. Detailed information on the University’s academic conduct policy and guidelines can be found at: [http://www.teachingandlearning.uwa.edu.au/staff/policies/conduct](http://www.teachingandlearning.uwa.edu.au/staff/policies/conduct)

**Academic Misconduct**

The University takes the matter of academic misconduct by students seriously, and has policies in place that define misconduct (including plagiarism) and the penalties that apply. The consequences for misconduct can be severe, including exclusion from the University.

All students are expected to make themselves aware of the definitions and the policies relating to academic misconduct, and with any additional requirements or stipulations that may be provided by individual coordinators. [www.teachingandlearning.uwa.edu.au/staff/policies/conduct](http://www.teachingandlearning.uwa.edu.au/staff/policies/conduct)

Student Services provides an on-line plagiarism portal that defines plagiarism and helps you avoid it in your written work: [www.teachingandlearning.uwa.edu.au/staff/policies/conduct](http://www.teachingandlearning.uwa.edu.au/staff/policies/conduct)

Turnitin Originality Checking and Plagiarism Prevention is used in the Faculty to allow both staff and their students to check written work for improper citation or misappropriated content: [www.turnitin.com](http://www.turnitin.com)

**Appeals Against Academic Assessment**

If a student believes that the final mark/grade for a piece of work does not fairly represent the worth of the piece of work, they may formally appeal against the assessment. A formal appeal must be lodged no later than 20 University working days from the release of the formal result.

The process for appealing against academic assessment can be found at: [www.aps.uwa.edu.au/home/policies/appeals](http://www.aps.uwa.edu.au/home/policies/appeals)
**Student Concerns or Complaints**

It is always advisable to raise any issues or concerns directly with the person concerned. In most cases, this is sufficient to resolve or reconcile an issue. It is our intention to work with students fully to address any questions they may have. We encourage you to think about the program, wonder about different ways of learning or working and share those thoughts/ideas/questions with us. At this level of training, we worry more about students who don’t ask questions than about students who do! It might take several conversations, but our philosophy is that this is how we can work through issues with you, and this is a good model for your training as a practitioner.

If, however, you feel unable to speak directly with the person concerned, speak with another member of staff or a Program Coordinator. Our preference will always be to support our students, themselves, to find ways to resolve issues directly with the person concerned. Where this is not possible, we will support you in identifying the correct course of action.

On the rare occasion where an issue is not resolved in this way, the University has a clear set of guidelines for how to deal with complaints or grievances. For more information please see [http://www.complaints.uwa.edu.au/home/students](http://www.complaints.uwa.edu.au/home/students) and [http://www.guild.uwa.edu.au/home/student_assistance/academic_help/complaints](http://www.guild.uwa.edu.au/home/student_assistance/academic_help/complaints).

It is our strong hope that we never get this far.

**Facilities and Resources**

The School is currently able to provide dedicated space to postgraduate students, which is unusual given the space constraints of the University:

- PhD and MPsych/PhD students will be allocated a desk and computer in a shared office. Once your enrolment has been confirmed, please contact the Postgraduate Administrative Officer for further information regarding your room allocation. Once your room allocation has been finalised, please see William (Bill) Leech to arrange key access.

- DPsych (Clinical) students have access to a shared space and computing facilities (hot desking) in Room 2.17, Sanders Building. Please see William (Bill) Leech to arrange key access ([william.leech@uwa.edu.au](mailto:william.leech@uwa.edu.au), Room G.12).

- MPsych (Industrial and Organisational) students have access to a shared space and computing facilities (hot desking) in the Accelerated Learning Laboratory, General Purpose Building 3 (GP3).

Bookings for other spaces can be made online via the Psychology Booking System [http://bookings.psychology.uwa.edu.au/](http://bookings.psychology.uwa.edu.au/). Given the increasing demand for space across the University, continued access to the School's bookable space will depend upon usage, as monitored by bookings on the online system.
Computing Facilities
The School of Psychology has an extensive computer network connecting more than 800 PCs situated in laboratories, offices and student computer/common rooms at four sites across the campus:
- Main Psychology Building
- General Purpose Building 3 (GP3)
- Sanders Building
- Child Study Centre (CSC) and Neurocognitive Development Unit (NDU)

Each postgraduate student has access to shared computing, printing and photocopying facilities in one or more of these sites. The computers provided for shared access are equipped with a standard suite of applications for email and internet access (Internet Explorer), word processing (Microsoft Word), graphing (Microsoft Excel), and statistical analysis (SPSS/PASW).

Student accounts for email and internet access are now managed centrally by Information Services. Please refer to the Information Services website (www.is.uwa.edu.au/it-help/students) for information on:
- UWA student email system
- Student internet and network access (including wireless access)
- Pheme log-ins and passwords
- Computers and printing at the Libraries

For local IT problems, please contact the School’s IT Support at ithelp-psy@uwa.edu.au

After-Hours Access
Your UWA Campus Card will be automatically programmed (based upon your enrolment) to give you after-hours building access. Please contact Jill Venn if you have any queries relating to after-hours access.

The Clinical Psychology Student Mailing List
clinpsych_postgrads@uwa.edu.au is a general mailing list for students enrolled in Clinical Psychology degrees. Your student email address will be added to the list upon enrolment. The mailing list is used to keep students informed of news and events, such as orientations, ad-hoc seminars, and job opportunities.

Facsimile
Fax machines are located in:
- General Office, Main Psychology Building - 6488 1006
- Hub Reception, General Purpose Building 3 (GP3) - 6488 2655

Mail
The School’s Mail Bag Delivery Point (MBDP) number is M304. Mail is delivered and collected once daily at approximately 10:30am.
Postgraduate mailboxes are located in the foyer of the Main Psychology Building (to the left of the reception counter). Any incoming mail will be placed in your allocated mailbox (arranged alphabetically by surname). Please ensure that you check and clear your mailbox regularly.

Test Library

1. Contents
The Test Library contains an extensive collection of psychological and educational assessment tools: tests, questionnaires, developmental scales etc., as well as recent theses which have been completed within the School. The primary functions of the Test Library are to:
- support teaching at the postgraduate level
- facilitate assessment and therapy offered to the community through practicum modules (e.g. Robin Winkler Clinic, Project Kids, Project HARP, Memory Clinic)
- promote research

2. Location
The Test Library is located in The Hub reception, Room 1.04, General Purpose Building 3 (GP3).

3. Library Hours
Please email the Test Librarian (testlibrary-psy@uwa.edu.au) with all requests for test library materials. Tests may be collected at a pre-arranged time.

4. Borrowing of Test Material
The availability of many of the tests in the Library is restricted either to persons qualified to use the tests, or to a person who will be supervised by a qualified user of the tests. Full details of ACER regulations governing test use are available at the Library. In essence they state that a person normally must have had four years undergraduate training with psychology as the main component plus two years’ experience under the supervision of a qualified psychologist. Consequently the following can be taken to apply:

**Academic Staff**
All academic staff in the School of Psychology may borrow tests.

**Students**
Most students enrolled in a postgraduate program will not be qualified to use tests (i.e., they will not have four years undergraduate experience plus two years post graduate experience). These students can only obtain access to specific tests if they have an authorisation note from a supervisor or course controller who is qualified to use the tests. Please contact the Test Librarian (testlibrary-psy@uwa.edu.au) for a copy of the authorisation form.

Please note that authorisation is only valid for the use of specific tests. Supervisors cannot give students authority for general access to the Library.

There will be some students who are qualified to use the tests. These students will be supplied with tests without authorisation forms if they provide proof of
qualifications (e.g., degree certificate, letter from postgraduate supervisor, etc.) when first using the Library.

5. Period of Loans
Tests may be borrowed for a maximum of two weeks. Extensions may be granted by special arrangement. Tests will not be sent in the mail. Borrowers must collect, and sign out, and return material in person to the Test Library in The Hub. Borrowers will be held responsible for material not returned.

6. Number of Loans
Only two tests may be borrowed at any one time except when tests are required for teaching undergraduate and postgraduate courses, or are required for assessment sessions within The Hub.

7. Theses
The Library has a stock of Masters and PhD theses that have been completed within the School in the previous five years. DPsych and MPsych theses from 2008 onwards are available on CD. Please ask Maria Puerta Francos. All of the above may be borrowed for two weeks, or longer by special arrangement.

8. Copyright
Most of the tests, books and materials held in the Library are copyrighted. Unauthorised reproduction of any of these, or part of them, is a breach of copyright. Consequently material borrowed from the Library must not be copied.

9. Ordering of Test Materials
Recommendations for purchasing new test material or renewing stocks of existing material should be given to the Internal Practicum Coordinator, Dr Carmela Pestell or to the Program Directors (Dr Mike Weinborn or Dr Romola Bucks).

Note: As the time required for supplies to arrive is variable and to some extent unpredictable, it is wise to place orders well in advance. Staff or students who will be using large numbers of test answer sheets, questionnaires etc. for teaching or research purposes should also check well in advance that sufficient copies are held in the Library.

10. Information
The Library does not have a full-time staff member. Thus, unfortunately because of other commitments, the Librarian cannot provide a general information service. Whereas information concerning tests held in the Library is available, the Librarian is not able to spend time pursuing inquiries about suitability of tests and availability of other test material.
Program Information: Coursework

For any information on timetable, please contact the Postgraduate Administrative Officer. Students should also refer to:

- Individual course plans (students enrolled before 2012); and
- OLCR and UIMS for timetabling and unit information (e.g. assessment details)

Program Information: Practical Experience

Students are required to complete a total of 1000 hours (MPsyCh/PhD) of supervised clinical practice. Through a range of opportunities, students build a portfolio of relevant clinical experience and skills, which prepares them to go on to their external placements.

From the first weeks of the first semester, students begin their experiential learning through practicum activities. These activities evolve from very structured and heavily supported training, practice and implementation opportunities, to activities in which there is increasingly greater demand for the trainee to work more independently on more complex clinical tasks. There is a range of closely supervised opportunities within the Centres and Clinics at UWA to develop competencies in a broad range of assessment and intervention skills. These are called modules. This provides a firm footing on which to advance to more challenging clinical casework and associated professional activities. Students will be invited to participate in pediatric and adult practicum work including face-to-face work with clients. We have programs that involve training in detailed neurodevelopmental profiling and intervention planning to therapeutic work with individual clients; from brief interventions to group-work. We encourage students to try a wide range of activities to develop a broad and strong skill base. This internal practicum work is likely to extend for at least one year.

Your internal practicum will centre around the development of a portfolio of experiences that support and document the emergence of your competence as a scientist-practitioner. In order to engage and enable a breadth and depth of skill development relevant to a range of applied contexts, we will support you in drawing from the diverse range of practicum experiences available at UWA. Once your portfolio is consolidated, you will be ready to be considered for an advanced practicum opportunity with one of the many agencies providing psychological services to the W.A. community.

There is a rich range of clinical learning opportunities afforded by a number of Centres, Clinics and Projects within the School of Psychology. You are encouraged to find out more about each of these opportunities and to express your interest and preferences in weekly internal practicum clinic meetings or to the internal practicum co-ordinator. Allocation to a practicum experience will take into account your preferences, experiences and skill set as well as the ‘gaps’ in your portfolio. It will also take into account the availability of spaces within any one module. We cannot guarantee that you will get all the modules you request. Some module coordinators prefer to interview prospective trainees to learn about their interest in that module. Across the modules you take, your goal is to develop a well-rounded set of skills.
through engaging with diverse training opportunities. The following pages provide a brief description of some of these training options.

**The Robin Winkler Clinic**

The Robin Winkler Clinic, which is based within the Psychology Hub, provides a clinical service to members of the public. It operates for two principal reasons. First, it provides a teaching resource within the internal placement units. Second, it provides a research resource which can be drawn upon by students while conducting their PhD research studies, and by all academic staff within the School of Psychology to support their own research programs. Clients are charged a modest fee to obtain clinical services through the Robin Winkler Clinic. However, fees may be reduced further under special circumstances, or may be waived if clients agree to contribute to specific research projects of the School of Psychology. All information material, forms, and procedures relating to client services can be found in the Clinic Manual.

The Robin Winkler Clinic operates between 8.30am – 8pm Monday, Tuesday and Wednesdays and 8.30am – 5pm on Thursdays and Fridays.

It makes use of a suite of rooms within the Psychology Hub which provide facilities to support individual, couple, family, and group therapy. These rooms are fitted with videotape equipment. Sessions are recorded and these recordings are then used in supervision sessions. Occasionally, with the written consent of the client, a particular session may be kept for teaching or research purposes. However, in general, tapes are erased.

Clients may self-refer, or may be referred to the Robin Winkler Clinic by another agent such as their GP. Clients are usually placed on a waiting list. However, if clients are seeking urgent help, they will be provided with information about other appropriate service providers. Adults, children and adolescents with a wide range of presenting problems are referred to the Robin Winkler Clinic, which in recent years have included fears and phobias, mood disturbances, sexual problems, marital and relationship difficulties, headaches, insomnia, appetite disorders, and substance abuse. In addition, our Memory Clinic service offers neuropsychological assessment of older adults with suspected cognitive impairments, and our health psychology services offer programs in smoking cessation and weight management (see below). Clients can be seen individually, or can be assigned to group-based intervention programs.

The Robin Winkler Clinic represents a very valuable facility for recruiting those particular categories of clinical research participants required to conduct clinically-oriented research programs, and students are strongly encouraged to think about ways in which this facility could be developed to support their own research needs. One particularly efficient approach is to mount a group-based intervention program designed to treat the target disorder which a student’s research program is designed to investigate, and to widely promote the availability of this treatment program to a variety of referral sources within the general community. Often, researchers are assisted in conducting their specific assessments and/or treatments by the current student therapists at the Clinic, who can receive client contact hours for their involvement. Students wishing to make innovative use of the Robin Winkler Clinic to support their programs of research are encouraged to discuss their needs and ideas with the Robin Winkler Clinic Co-ordinator, who is extremely enthusiastic about developing the full research potential of this tremendous School asset.
The Child Study Centre and Neurocognitive Development Unit
These two partner units are co-located on Fairway (Entrance 1) to provide a world-class pediatric training facility. The Child Study Centre houses a number of therapeutic spaces especially designed with children, young people and families in mind, as well as a playground area to allow trainees to work with children in an informal outdoor setting as needed. Trainees may see clients here as part of their internal practicum. There are one-way viewing facilities in individual therapy rooms at The Child Study Centre and also opportunities to learn about classroom behaviour and learning styles by observing through the one-way mirror in the kindergarten. This provides invaluable insights into the different stages and presentations of typical child development as well as how to identify signs that a child may have developmental challenges in behaviour, socialisation, emotional wellbeing, mental health, and/or learning. This is a unique facility that enables our trainees to work in a real-world child responsive setting. Children who are seen at the Child Study Centre can be referred from the general public, from GPs and other health and education services.

The Neurocognitive Development Unit (NDU) provides an integrated research arm to the pediatric facility – bringing to life the scientist-practitioner modelResearch at the NDU concentrates on better understanding typical development in children as a backdrop against which to explore neurodevelopmental challenges experienced by a range of children and young people.

The Health Ageing Research Project (HARP)
HARP is a clinically-focused research project exploring changes in cognition due to normal ageing. Led by Romola Bucks and Mike Weinborn, it focuses on how normal ageing affects prospective memory, executive functioning, memory awareness (metamemory), sleep, mood and how these impact on every day activities and skills. Clinical psychology and Clinical Neuropsychology trainees work with HARP to gain extensive experience of the neurocognitive assessment of older clients, and the interpretation of their cognitive profiles. This provides invaluable opportunity to learn engagement skills with older clients, and to gain a baseline of what typical ageing looks like: both essential to working with older clients. Many older adults are nervous about being assessed, so HARP also offers training in managing performance anxiety and understanding its impact on cognitive outcomes and self-esteem.

UWA Weight Management Program
This group program is based on the cognitive-behavioural approach to the treatment of obesity and binge eating disorder that was developed and tested at the University of Oxford, and has been refined and modified for use in a group format at UWA.

The programme consists of 12 two-hour group sessions run over 12 weeks. The treatment has two main phases. In phase 1, the focus is on helping people to lose weight and cease disordered eating behaviours such as binge eating and emotional eating. In phase 2, the focus is on helping people to maintain a new lower weight and healthy eating attitudes and behaviours in the long term. Participants are assessed pre-treatment, post-treatment and at a 3 or 6 month follow-up.

The groups are often led by post-graduate clinical psychology trainees. These co-therapists work together to assess participants pre- and post-treatment, conduct all group sessions and ensure the smooth running of the programme. Additional
assessors are sometimes required to ensure that all participants can be assessed in a timely manner.

Usually, two groups are conducted (concurrently) each semester, depending on the length of the waiting list and therapist availability. All sessions are recorded and weekly supervision is conducted by Associate Professor Sue Byrne and colleague(s).

**The Smoking Cessation Group**

The smoking cessation program offered at our clinic is based on evidence from up-to-date research and best-practice recommendations from national health authorities in Australia, the UK, and the United States. The program was developed and is supervised by A/Prof Werner Stritzke, an addiction scientist and clinical psychologist from the UWA School of Psychology. The treatment manual that guides therapists and clients (Treatment Manual for Smoking Cessation Groups: A Guide for Therapists by Stritzke, Chong, & Ferguson) is published by Cambridge University Press and is available worldwide.

The SCG follows a manualised approach integrating behavioural, cognitive, and pharmacological approaches. It runs for 10 weeks plus a follow up session around 1 month after completion. Students receive 2 hours of supervision per session. In addition, students will conduct assessments using a structured interview format including a set of quantitative measures prior to the group for each prospective client (usually around 14-15 clients taking into account that a couple of clients tend to drop out after assessment, and 2 or 3 more before the end of the program). The student will have 3-4 supervision sessions prior to the group to discuss the assessments, and plan for the first couple of sessions. Prior to that there are usually a couple of briefer meetings to discuss scheduling and get recruitment underway.

Students write intake and termination reports for each client in the group, and keep client files as per usual procedures. It is also essential that students collect client data on a weekly basis, prepare graphical presentations of change patterns using templates for this purpose, and use these data and graphs in preparation for supervision and in-session with the clients to monitor progress, inform treatment planning, and evaluate outcomes. In addition to gaining experience in conducting a smoking cessation intervention from start to finish, students will receive training and supervision in considering group dynamics and interpersonal and ethical issues when conducting smoking cessation interventions in a group format.

Please see the “Placement Guide” for further details of this program component.

**Program Information: Research**

In the research component of their degree students demonstrate the ability independently to design, execute, and analyse a high quality research study with direct relevance to Clinical Psychology, and to present this in a manuscript format suitable for publication within a leading research journal.

With help from their supervisors, students work independently on their thesis. Drawing upon their own intellectual resources, and making constructive use of the
feedback provided by their research supervisor, students must complete an empirical research dissertation.

All research must have Human Research Ethics Committee approval before data may be collected.

Please see the “HDR Course Guide” for further details of this program component.

**Recommended General Reading**


