

Handbook 2009



Psychology

Educational and Developmental
Graduate Programmes



THE UNIVERSITY OF
WESTERN AUSTRALIA

Achieving International Excellence

PREFACE

The purpose of this Handbook is to give an overview of graduate programs in Educational and Developmental Psychology at The University of Western Australia. It has been prepared mainly for students completing these degrees, but also with a view to providing information for others who may be interested (prospective students, field supervisors, academic colleagues, etc.). It is by no means comprehensive, and students attending the courses will receive many additional handouts (reference lists, detailed programs, etc).

Feedback concerning the MPsych, MPsych/GradDipEd and combined MPsych/PhD (Educational and Developmental) programs, or this Handbook, would be very much appreciated. Please direct any comments to the Coordinator of Educational and Developmental Programs, Associate Professor Janet Fletcher, on 6488 3275.

This Handbook is also available on the web at:

http://www.psychology.uwa.edu.au/for/prospective_postgraduates

Related material can be found at:

http://www.hr.uwa.edu.au/publications/code_of_ethics

(The UWA Code of Ethics)

<http://www.psychology.org.au/about/ethics>

(APS Code of Ethics)

<http://www.secretariat.uwa.edu.au/home/policies/charter>

(The Charter of Student Rights and Responsibilities)

http://www.psychology.uwa.edu.au/child_study_centre

(Child Study Centre)

CONTENTS

INTRODUCTION

The University of Western Australia – School of Psychology	5
Mission Statement – Staff-student Liaison – Fees Commitment	6
Programme Description	7
Programme Requirements	8
Sequence of Study for MPsych/PhD (Educational and Developmental)	9

TIMETABLE

MPsych I	10
MPsych II	11

UNIT DESCRIPTIONS

Evaluation and Research Methodology I 510	12
Evaluation and Research Methodology II 519	14
Psychological Theories of Learning and Development 551	15
Assessment 552	16
Exceptional Development 553	21
Selected Topics I and III 554/652	22
External Practicums 557/656/657	24
University Based Placement 558/556	26
Dissertation 610/613	29
Selected Topics II 651	33

UNITS OFFERED BY THE GRADUATE SCHOOL OF EDUCATION

Special Education Curriculum 468	35
School Experience III 480	39
School Experience I 481	40
Teaching and Learning Perspectives 485	41

WHERE ALL THIS LEADS

43

APPENDICES

1: Staff (Academic Research Interests – Administrative Staff)	45
2: Policy On Written Assignments (GE-00) Plagiarism	53
3: Test Library	57
4: Computer Network	59
5: Principles Governing MPsych Thesis Proposal	60
6: Ethics	62
7: Supervision Contract	63
8: Student's Placement Report	66
9: Supervisor's Placement Report	69
10: Workshop Program	79
11: Guidelines for use of Viewing Rooms	80
12: Thesis Learning Outcomes	81

INTRODUCTION

The University of Western Australia School of Psychology

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 10 minutes drive or 20 minutes 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 25 full-time academic staff (see Appendix 1), 1000 undergraduates, and more than 85 students enrolled in higher degree programmes.

Staff and research students are actively involved in a broad range of fundamental and applied research programmes. The research is supported by University funding and by grants from government and private funding agencies. Many projects require a team approach to research problems and several involve interdisciplinary collaboration. Much of the research is accomplished in special-purpose laboratories and other projects take place in community settings such as schools and industrial organisations. Research activities in the School are supported by technical staff operating from well-equipped mechanical and electronic workshops. 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, workshop, and office space. In addition, it has two centres located on the campus - the Child Study Centre (which incorporates a learning clinic, a kindergarten, a pre-primary and a special education unit) and 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 the Main Office of the main Psychology Building (see Appendix 3).

The School has been recognised as one of the leading psychology departments in Australia in its use of computers in different areas of research. It has developed its own computing facilities networked with a variety of personal computers located in offices, teaching areas, and laboratories. These computing facilities are used in a diverse range of specialized research projects and also provide general facilities for data analysis, manuscript preparation, and electronic mail. Information about the computer network and how students gain access to it is given in Appendix 4. The School also provides excellent support for teaching and research that requires the use of audio-visual technology. In addition, photographic equipment is available with full support from an audio-visual technician.

MISSION STATEMENT

The School of Psychology has decided that its 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-STUDENT LIAISON

Much of the teaching in the programme 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 Co-ordinator (as listed in this Handbook) in the first instance.

In discussion with students, it has been agreed that review meetings will be held at the end of each semester at which any issues relating to the programme can be considered. All students are encouraged to attend these meetings. Should the need arise for additional meetings, these can be arranged.

Routine administrative matters should be directed to the Programme Co-ordinator, Associate Professor Janet Fletcher (6488 3275, jan@psy.uwa.edu.au); you are also very welcome to call in to see Jan during her consultation hours (see timetable on her office door, Child Study Centre Room 20).

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/>.

PROGRAMME DESCRIPTION

The School of Psychology first offered postgraduate programmes in educational and developmental psychology in 1991. These were the MPsych (Applied Developmental) and the MPsych/PhD. They were intended to provide appropriate training for those who wished to work as psychologists in settings that were concerned with the learning, development and behaviour of individuals throughout their lives.

In 1996, following discussions with the Graduate School of Education at UWA and with the State Department of Education, it was decided to mount a programme which combined the MPsych (Applied Developmental) with the Graduate Diploma in Education (School Psychology). The MPsych/GradDipEd was offered for the first time in 1997. It is intended for those who wish to pursue careers as school psychologists.

In 2008 the name of the core programme was changed to MPsych (Educational and Developmental) to better reflect its content. In addition, changes were made to the structure of the programme to provide students with increased flexibility and opportunities for specialisation. This was achieved through opening the optional Selected Topics units to students enrolled in the newly formed Educational and Developmental Psychology Certificate and Diploma programmes*, which allowed more alternatives to be offered (*please see the School website http://www.psychology.uwa.edu.au/for/prospective_postgraduates for further information on these programmes).

In all the programmes there are three broad aspects of training:

1. Theory and Application

The degree places an emphasis on theoretical approaches and the applications of these approaches to normal and atypical development and learning. Different approaches are discussed and evaluated, and placing an emphasis on one theoretical perspective is avoided.

2. Research Skills

Tuition is designed to prepare students to be active researchers, capable evaluators of intervention and treatment programs and discriminating readers of research reports.

3. Preparation for Professional Employment

Training in the skills required of an educational or developmental psychologist is provided through practicum classes and workshops, placement in the School's Child Study Centre and supervised placements in field agencies.

While there are requirements in terms of knowledge and skills to be mastered, every attempt is made to provide flexibility within coursework and placements so that the interests and career aspirations of individual students can be accommodated.

Students enrolled in the MPsych/GradDipEd programme must undertake two field placements within an educational setting. In addition they must undertake a period of supervised practice teaching in a specified teaching area.

The MPsych (Educational and Developmental) degree programme and the MPsych/GradDipEd are designed to be completed in two years full-time or four years part-time. In this Handbook, units within the School of Psychology to be completed by full-time students in the first year of the programme and part-time students in the first two years are designated by numbers in the 500s; units to be completed in the second full-time year or third and fourth part-time year are given a number in the 600s. Units offered by the Graduate School of Education that are required by students in the MPsych/GradDipEd programme all have numbers in the 400s. Details provided later in the Handbook will indicate which of these units are to be undertaken in the first, and which in the second-year of the programme.

PROGRAMME REQUIREMENTS

Students are expected to make every effort to attend all teaching sessions and placement days. When they cannot be present they must notify their lecturer (teaching session) or supervisor (placement day) beforehand.

To meet the programme requirements, students must successfully complete all coursework units, one University-based placement and three field placements plus a research project. Requirements for each coursework unit are stipulated on the unit handout. Students in the MPsych/GradDipEd programme must also successfully complete their Education coursework units and their teaching practice.

All work submitted for assessment by a student must be the student's own work and any contribution of others must be appropriately acknowledged. Students are referred to the University policy on Ethical Scholarship, Academic Literacy and Academic Misconduct. It is important that you familiarize yourself with this policy as it may differ from your current understanding. It is posted on the web at http://www.teachingandlearning.uwa.edu.au/tl/academic_conduct.

Additional information to aid students in achieving an appropriate standard of academic literacy is provided in the School of Psychology Policy on Assignments (see Appendix 2), which is also available as handout GE-00 at the front office or on the web under *Information for Current Students*. It will help you to understand what plagiarism is, and how to avoid it. All assignment coversheets will require you to sign to the effect that you have read and understood both the School of Psychology and the University policies.

Assignment cover sheets for postgraduate work can be downloaded from http://www.psychology.uwa.edu.au/for/prospective_postgraduates, or may be requested from the Front Office.

In addition, students should be aware of the penalty for late submission of assignments. Late submission of an assignment will draw a penalty of 5% of the maximum available marks for each day after the published submission deadline. It is School policy that applications for extension will be considered only when a written request accompanied by a medical certificate or other suitable evidence is made to the Programme Co-ordinator **before** the due date. The programme co-ordinator for 2009 is Associate Professor Janet Fletcher.

SEQUENCE OF STUDY FOR MPSYCH/PHD (EDUCATIONAL AND DEVELOPMENTAL) AND PART-TIME MPSYCH (EDUCATIONAL AND DEVELOPMENTAL) STUDENTS

The recommended sequence of study is as follows:

Year 1 Educational and Developmental Psychology

PSYC8510*	Evaluation & Research Methodology 1
PSYC8519	Evaluation & Research Methodology 2
PSYC8552	Assessment
PSYC8556	Practicum 1 Part 2
PSYC8558	Practicum 1 Part 1

Year 2 Educational and Developmental Psychology

PSYC8554	Selected Topics 1
PSYC8553	Exceptional Development
PSYC8557	Practicum 2

Year 3 Educational and Developmental Psychology

PSYC8652	Selected Topics 3
PSYC8551	Psychological Theories of Learning and Development
PSYC8656	Practicum 3

Year 4 Educational and Developmental Psychology

PSYC8651	Selected Topics 2
PSYC8657	Practicum 4

* *Students in the MPsych/PhD complete PSYC8510 in first semester; MPsych and MPsych/DipEd students complete PSYC8510 in second semester.*

The dates for the University year in 2009 are:

First Semester Monday 23 February – Friday 29 May

Second Semester Monday 20 July – Friday 23 October

There are periods during each semester in which no classes will be scheduled. Placements will continue through these periods. These non-teaching study breaks or vacations are scheduled from:

13 April – 17 April (non-teaching study break)

1 June – 5 June (pre-exam study break)

21 June – 19 July (four week vacation)

7 September – 11 September (non-teaching study break)

26 October – 30 October (pre-exam study break)

TIMETABLE – MPSYCH I**First Semester**

Monday	9.00 – 9.45 10.00 – 12.00 4.00 – 6.00	Teaching and Learning Perspectives: EDUC8485 Evaluation & Research Methodology 2: PSYC8519 Selected Topics: PSYC8554 Topics 4 & 5 (Weeks 1-6 & 8-13)
Tuesday	2.00 – 5.00	Assessment: PSYC8552
Wednesday	am 5.00-7.00	Study Evaluation & Research Methodology 1: PSYC8510*
Thursday	9.00 – 12.00 2.00 – 4.00 4.00 – 6.00	Practicum 1: PSYC8558 Evaluation & Research Methodology 1: PSYC8510* Selected Topics: PSYC8554 Topic 1 (Weeks 1-6)
Friday	am - pm	Workshops or Visits or Teaching and Learning Seminars

Second Semester

Monday	10.00 – 12.00 pm	Psychological Theories of Learning and Development: PSYC8551 Study or Placements
Tuesday	am - pm 2.00 – 5.00	Study or Placements Exceptional Development: PSYC8553
Wednesday	am - pm	Study or Placements
Thursday	am	Study or Placements
Friday	am - pm	Workshops or Visits

Note:

1. PSYC8556/8558 will involve workshops throughout the year as well as activities with clients at times negotiated with your supervisor.
2. Students enrolled in the MPsych/GradDipEd programme will be required to complete 15 days teaching experience at times to be negotiated with the coordinator of EDUC8480.
3. Students should check individual unit descriptions regarding any additional changes to lecture day or time.
4. * PSYC8510 will be available in first semester for students in the MPsych/PhD program. All other students should enrol in PSYC8510 in second semester. This version will have different content and will possibly run in workshop format. Dates TBA.

TIMETABLE – MPSYCH II**First Semester**

Monday	am – pm 4.00 – 6.00	Study or Placements or Research Selected Topics: PSYC8652 Topics 4 & 5 (Weeks 1-6 & 8-13)
Tuesday	1.30 – 3.00	Special Education: EDUC8468 *
Wednesday	am – pm	Study or Placements or Research
Thursday	am 1.30-3.00 4.00 – 6.00	Study or Placements or Research Special Education: EDUC8468 Tutorials Selected Topics: PSYC8652 Topic 1 (Weeks 1-6)
Friday	am – pm	Study or Placements or Research

* MPsych/GradDipEd students should enrol in Special Education as their teaching minor unless they have a sound reason for choosing otherwise. Permission to enrol in another teaching area must be obtained from the Programme Coordinator.

Note: Students enrolled in School Experience I: EDUC8481 will take two three-week blocks of teaching practice between June 8 to 26 and October 26 to November 13, 2009.

Second Semester

Monday	4.00-6.00	Selected Topics: PSYC8651
Tuesday	am – pm	Study or Placements or Research
Wednesday	am – pm	Study or Placements or Research
Thursday	am	Study or Placements or Research
Friday	am – pm	Study or Placements or Research

Please check individual unit descriptions regarding any additional changes to lecture day or time.

UNIT DESCRIPTION

Unit Code	Evaluation & Research Methodology 1: PSYC8510 (6 pts) <i>(MPsych/PhD students only).</i>
Unit Name	Statistics for Field Research
Coordinator	Dr Sue Byrne: Robin Winkler Clinic Room 22, sbyrne@psy.uwa.edu.au
Lecturer	Dr Davina French: Main Bldg M307, davina@psy.uwa.edu.au
Time and Place	<i>First Semester:</i> Lectures/Seminars, Wednesdays 5:00 – 7:00 Room 2.33 Main Psychology Building Labs: Thursdays 2:00 – 4:00pm, venue TBA

Description

This unit provides instruction in the conceptual and methodological issues relevant to conducting advanced multivariate statistics such as Confirmatory Factor Analysis and Path Analysis. Students are taught the skills and knowledge needed to conduct qualitative and quantitative literature reviews in applied psychology. This unit includes instruction in the use of current software packages associated with both advanced statistical analysis and meta-analysis.

Outcomes

Students will:

1. be familiar with the major forms of data analysis required in the process of identifying causal relations among data collected in field settings,
2. acquire the knowledge and skill to evaluate research in applied settings, and
3. acquire the knowledge and skill to conduct qualitative and quantitative reviews of the current literature.

Assessment

Students will demonstrate their knowledge and competencies through:

1. an assignment reporting a statistical analysis (50% of the marks)
2. a quantitative literature review (50% of the marks).

Both components must be passed for the unit to be passed.

References, resources and reading materials

These will be provided by the lecturer or supervisor when relevant.

UNIT DESCRIPTION

Unit Code	Evaluation & Research Methodology 1: PSYC8510 (6 pts) <i>(MPsych and MPsych/GDE students. See note below).</i>
Unit Name	Research Methods in Applied Settings
Coordinator	Dr Sue Byrne: Robin Winkler Clinic Room 22, sbyrne@psy.uwa.edu.au
Major Lecturer:	Dr Timothy (Chas) Skinner
Time and Place	<i>Semester 2:</i> All details on time-tabling and venue TBA

Description

The training in all aspects of applied psychology at this University has developed with a strong emphasis on the relevance of scientific approaches to real-world problems. An important premise of such a model is that one's practice is guided by research findings. Scientific advances, evolving professional standards, shifting community needs, pressures from diminishing budgets, and uncertainties associated with relative distribution of resources, all make it imperative that students are not only trained to meet the standards of today's professional practice, but they also have the generic skills that make them capable of evaluating, adapting and contributing to the development of new knowledge.

Outcomes

Students will:

1. be familiar with advanced methodologies and statistical techniques important for designing and evaluating research in applied psychology,
2. have gained knowledge about methodological and practical issues important for implementing these techniques and how they might be applied to their own research, and
3. be able to identify the relevance of appropriate designs and statistical analysis for evidence-based practice.

Assessment

Students will demonstrate their knowledge and competencies through:

1. A literature review of publication standard providing a critical methodological review of the research in the area of the planned empirical thesis (it is not the introduction to the thesis).
2. Submission of an acceptable proposal for research to be carried out by the student in 2010.

Note

1. Details of the assignments, including class dates, will be provided in the first class.
2. This version of PSYC8510 will be taken in conjunction with PSYC8513 and will have identical content.

UNIT DESCRIPTION

Unit Code	Evaluation and Research Methodology 2: PSYC8519
Unit Name	Evaluation of change in individuals and groups
Coordinator	Assoc Prof Janet Fletcher
Time and Place	<i>First Semester:</i> Mondays 10.00 - 1200 Group Room, G10, Child Study Centre

Description

Psychologists working in applied settings are frequently asked to evaluate treatments or interventions for individuals and/or groups. Concern may be centred on evaluating the needs for a program, the process of the program implementation or on the program outcomes. Important decisions frequently hinge on these evaluations: Will a particular treatment be continued or changed? Will an agency provide funding for a particular program? It is, therefore, important that the psychologist knows the strengths and limitations of the evaluation design being employed and is aware of what conclusions can be drawn from the data.

Student Outcomes

Students will:

- be aware of the ethical and practical issues in measuring the level of success of an intervention or program
- develop skills in measuring behaviour change in individuals
- learn to identify stakeholder groups when carrying out program evaluations
- learn techniques for evaluating needs
- learn techniques for evaluating process
- understand the differences in the research designs used to evaluate efficacy, effectiveness and efficiency of a program or treatment
- develop skills in interpreting evaluation data
- develop skills in reporting on an evaluation of an intervention, treatment or program to the stakeholder(s)

Students will acquire knowledge and competencies through:

- direct input from lecturer
- participation in class discussion based on readings and on examination of evaluation briefs and reports
- group work to carry out and report on an evaluation of needs, process and/or outcome of an intervention

Assessment

- participation in class activities and exercises based on set readings (20%)
- written critique of program evaluation reported in a journal (30%). This assignment should be submitted to the Main Psychology office by 10.00am on Mon 4th May.
- individual report on 519 evaluation project written to person or group commissioning the evaluation (50%). This assignment should be submitted to the Main Psychology office by 10.00am on Mon 18th May.

Recommended Reading

Frazer, L. & Lawley, M. (2000). *Questionnaire design and administration*. Brisbane: John Wiley & Sons.

Morgan, D.L. (1997). *Focus groups as qualitative research*. Newbury Park, CA: Sage Publications.

Posavac, E.J. & Carey, R.G. (2007). *Program evaluation: Methods and case studies (7th ed.)*. Englewood Cliffs, NJ.: Prentice Hall.

Unit Code	PSYC8551 (6 Points)
Unit Name	Psychological Theories of Learning and Development
Coordinator	Assoc Prof Murray Maybery
Time and Place	<i>Semester 2:</i> Mondays 10.00am - 12noon Group Room, G10, Child Study Centre

Content

This unit covers a broad range of theories of learning and development. In the first part of the unit we consider what characteristics are necessary for an adequate theory of development. We then review theories of typical learning and development. In the second part of the course we consider theories of atypical development (e.g. autism). In reviewing these theories, we will attempt to identify what characteristics are necessary for an adequate theory of atypical development.

Assessment

Group Presentation 1. This is a presentation to the class conducted in collaboration with one or two other students on a topic negotiated with the teaching staff that is relevant to the first half of the course.

Group Presentation 2. This is a class presentation on a topic negotiated with the teaching staff that is relevant to the second half of the course.

Assignment 1. This 2,000 word assignment will be on a topic negotiated with the teaching staff that is relevant to the first half of the course.

Assignment 2. This 2,000 word assignment will be on a topic negotiated with the teaching staff that is relevant to the second half of the course.

Each of the group presentations will count 10% towards the overall grade for the unit, and each assignment will count 40% towards the overall grade.

References

Students will be expected to consult primary sources when preparing for seminars and the assignments. The following references provide general descriptions of the more well-established theories.

Crain, W.C. (2005). *Theories of development: Concepts and applications*. (5th ed.). Upper Saddle River, NJ: Pearson Education.

Miller, P.H. (2002). *Theories of developmental psychology*. (4th ed.). New York, NY: Worth Publishers.

Unit Code **Assessment PSYC8552 (6 points)**

Unit Name **Assessment**

Coordinator Assoc Prof Janet Fletcher

Other lecturers Assoc Prof Andrew Page

Dr Allison Fox

Supervisors Ms Cath McPhee

Time and Place: *First Semester:*

Weeks 1 – 6: Tuesday, 2.00 - 5.00, CSC Lecture Theatre

Week 4: Friday, 9.00 - 12.00, Clinical Unit Seminar Room

Weeks 7 – 13: Tuesday, 2.00 – 4.30, Clinical Unit Seminar Room

Weeks 12 & 13: Friday, 9.00 – 12.00, Clinical Unit Seminar Room

General Description

This unit provides an *introduction* to the assessment of individuals across the lifespan. It provides a basis for an understanding of more specialised assessment procedures. For this reason it is a core unit for students in the Educational and Developmental, Clinical and Neuropsychology graduate programmes.

Student Outcomes

Students will:

- gain an understanding of the rationale for and ethics of assessment
- develop an understanding of, and experience with, the *process* of assessment
- develop an awareness of the major concerns that individuals coming for an assessment present with at different stages of the lifespan
- gain familiarity with diagnostic criteria provided by the DSM-IV and the ICD-10
- gain experience with the major assessment strategies and techniques that are used to gather information about clients
- gain experience with interpreting assessment data
- gain experience in communicating assessment outcomes both orally and in written form to varied audiences.

Students will gain this knowledge and develop these competencies through:

- direct input from lecturers
- observation and discussion of recorded assessment sessions
- observation of experienced clinicians
- reading and discussion of referral forms, case notes, test protocols and reports
- direct experience with tests and other assessment strategies

Assessment

Students will demonstrate that they have attained these outcomes through:

- active participation in class activities.
- carrying out and reporting on a structured observation. The report should be submitted to the Main Psychology Office by 10.00am, **Monday 20 April**. This report will count for 30% of the final grade.
- an assessment report based on a case workshopped in class. A video and protocols from the assessment will be provided. The report should not exceed 2000 words and should meet the requirements of an assessment report as outlined in class. The report should be submitted to the

Main Psychology Office by 10.00am **Monday 4 May**. This report will count for 35% of the final grade.

- demonstration of standardised administration of one of the Wechsler scales. A Pass/Fail grade will be awarded.
- Brief (i.e., 5 minute) class presentation of a psychometric test and a **CONCISE** summary of the test (i.e., no more than 2 pages). Students will be given presentation times in class. These will account for (35% of total mark in the unit).

Test review structure:

1. Name, original publication, copyright status, and commercial address

2. Construct and Aims

Provide information about the underlying theoretical construct that the instrument attempts to measure. You may wish to consider how these constructs differ from others measured by different instruments (i.e., is there anything new, unique, or specific?).

3. Description

Provide information on:

- Item source and construction
- Sample characteristics, describing sample used to create the measure
- Item analysis results and selection criteria
- The theoretical basis of test construction
- Item format (or response alternatives), administration, test instructions, number of items, and time to administer.

4. Factor Structure or Test Dimensions

Provide a detailed description of any specific analyses and procedures used to determine the dimensions (e.g., factors). Deviations from the test's original structure in replication studies and/or different samples might also be reported.

5. Reliability

Report internal consistency coefficients (e.g., Cronbach's alpha), inter-correlation coefficients, test-retest reliability coefficients, etc. Additional information on the sample from which the measures were derived may be mentioned.

6. Validity

Outline crucial investigations of all aspects of validity. Also identify areas where the test has not been validated and any restrictions on interpretations of test results.

7. Application

Identify the instrument's form (and alternatives), the instructions, and feasibility (e.g., simplicity, duration). Provide information on data processing, suitable research fields, and research on target populations. The existence (or not) of norms should be noted. Note possible risks in application of the instrument and risks in abuse.

PART 1: CHILD AND ADOLESCENT ASSESSMENT

Description

Children do not self-refer for assessment. This raises a range of ethical and practical issues. Typically they are referred for assessment by parents, carers, teachers or other professionals working with them. The issues for which they are referred are of concern to the referring party. They are usually, but not necessarily, of concern for the child. Issues that cause most concern vary with the age of the child but typically include problems with development, learning and behaviour.

Topics Weeks 1-6

Week 1: Setting the scene: What is assessment? Why & when should we assess? Working with children – practical and ethical issues; normal development; developmental delay.

Tools/techniques:

- Developmental scales: Vineland-II; Bayley 3rd Ed
- Intelligence tests: WPPSI-III

Week 2: Autism.

Tools/techniques:

- Intelligence tests cont.: WISC-IV
- Performance tests of intelligence: Leiter-Revised

Week 3: Differential diagnosis; normal learning; learning disorders.

Tools/techniques:

- Attainment tests: Neale 3rd Ed; SAST; Woodcock; WIAT-II
- Language screening: CELF-IV
- Tests of processing difficulties: CTOPP; TOWRE

Week 4: Behavioural problems: ADHD, CD and ODD.

Tools/techniques:

- Rating scales: CBCL; SDQ; Connors – Revised
- Structured observation techniques

Workshop: Practice with process

Week 5: Anxiety & mood disorders; Report writing.

Tools/techniques:

- Ratings scales cont.: CDI; STAIC
- Interviews

Week 6: Re-examining assessment process: from referral to recommendations.

Part 2: Adult clinical assessment

Description

While children and adolescents with clinical, educational, and neuropsychological problems will often present for assessment in a school-based educational context, by adulthood they will have completed their basic education and will frequently be encountered by government agencies (e.g., Department of Health, Disability Services Commission, Department of Community Development) and non-government organizations (NGOs). In this context “The collection of outcome data is no longer limited to the randomized controlled trial ... Data are routinely collected within agencies of all types regarding the quality and outcomes of interventions provided” (Ogles et al., 2002). Thus, assessment is no longer seen as an optional extra engaged in by psychologists alone and the Commonwealth has identified the need to use assessment information to improve clinical practice as a core priority in coming years. How can psychologists retain pre-eminence within a professional context where organizations are developing routine assessment and evaluations?

Building on the foundation laid by Dr Fletcher, we will consider the assessment of adults in a variety of perspectives informed by a model of scientist-informed clinical practice described by Page and Stritzke (2006). *Clinical psychology for trainees: Foundations of science-informed practice*. Cambridge: Cambridge University Press.

Student Outcomes Specific to Adult Assessment

Students will develop:

1. Familiarity with a variety of adult assessment instruments
2. Awareness of adult diagnostic assessment methods
3. Exposure to a method of formulating clinical information collected
4. Understanding of the ways that assessment with adults can guide and evaluate an intervention

Topics weeks 7-13

Week 7: Adult Assessment and Interviewing

Week 8: WAIS-III: An introduction

Week 9: Interpreting test profiles: WAIS-III as an example

Week 10: No Class (Test preparation and practice)

Week 11: Diagnostic Interviewing and The Mental State Examination

Week 12: Test Presentations

Week 13: Using assessment to guide treatment planning and Clinical significance

Tests to be reviewed:

Millon Clinical Multiaxial Inventory	Brief Psychiatric Rating Scale	MMPI-II
Trail Making Test A&B	Beck Anxiety Inventory	RSES
Spielberger Anger Scales	Personality Assessment Inventory	NEO-PI-R
Butcher Treatment Planning Inventory	Spielberger Anxiety Scales	SF-36 & 12
Consumer Satisfaction Survey	Katz Adjustment Scales	DASS
Hamilton Depression Inventory	Client Satisfaction Questionnaire 8	BASIS-32
California Verbal Learning Test (II)	Outcomes Questionnaire 45	WCST
Boston Naming Test	Rey Osterreith Complex Fig. Test	Q-LES-Q
Geriatric Depression Scale	Adult Personality Inventory	Hamilton
Quality of Life Inventory	Beck Hopelessness Scale	BDI II
Montgomery-Asberg Depression Rating Scale	CESD	WMS
SCID	CORE	SCAN
CIDI	Mini Mental State	

Useful References

- American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders (4th ed.) Text revision*. Washington: APA.
- Antony, M. M., & Barlow, D. H. (2002). *Handbook of assessment and treatment planning for psychological disorders*. New York: Guilford
- Cohen, R.J., Swerdlik, M.E. & Phillips, S.M. (1996). *Psychological testing and assessment: An introduction to tests and measurement*. (3rd ed.). Mountain View, CA: Mayfield.
- Gelfand, D.M. & Hartman, D.P. (1984). *Child behavior analysis and therapy*. (2nd ed.). New York: Pergamon Press.
- Groth-Marnat, G. (2003). *Handbook of psychological assessment (4th Ed.)*. New Jersey: Wiley.
- Maruish, M. E. (2004). *The use of psychological testing for treatment planning and outcomes assessment Vol. 3 (3rd Ed.)*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Ogles, B. M., Lambert, M. J., & Fields, S. A. (2002). *Essentials of outcome assessment*. New York: Wiley.
- Page, A. C., & Stritzke, W. G. K. (2006). *Clinical psychology for trainees: Foundations of science-informed practice*. Cambridge: Cambridge University Press.
- Sattler, J.M. (2001). *Assessment of children: Cognitive applications (4th Ed.)*. San Diego: Jerome M.Sattler Publisher.
- Sattler, J.M. (2002) *Assessment of children: Behavioural and clinical applications (4th Ed.)* San Diego: Jerome M.Sattler Publisher
- World Health Organization (1992). *The ICD-10 classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines*. Geneva: WHO.

Unit Code	PSYC8553 (6 points)
Unit Name	Exceptional Development
Coordinator	Assoc Prof Janet Fletcher
Other Staff	Dr Steve Heath
Time and Place:	Second Semester Tuesdays 2.00 – 5.00pm, CSC OR Fridays 9.00 -12.00, CSC Room 10 *
	* See weekly timetable provided at first (Tues) class

Description

This unit will introduce students to sub-groups of the population whose development can be considered exceptional in the sense of atypical.

Student Outcomes

Students will:

- develop a basic understanding of the nature of exceptionalities and their effects on development and learning throughout the lifespan
- gain knowledge of a variety of types of interventions and treatments and their bases
- develop basic skills in a limited range of interventions/treatments
- develop awareness of extrinsic factors affecting the development and quality of life of people with exceptionalities
- develop skills in communicating their knowledge orally and in written form to varied audiences.

Students will acquire knowledge and competencies through:

- direct input from lecturers
- preparation and presentation of a Professional Development/Information session
- participation in class discussion based on readings, case studies and videotapes of people with a range of exceptionalities and their families
- participation in workshops

Assessment

Students will demonstrate their knowledge and competencies through:

- participation in discussion of all seminar topics based on prior designated reading. This constitutes 10% of unit marks.
- presentation supported by Powerpoint slides of a topic relevant for a staff Professional Development session or parent information evening. Details of this assignment will be given in class. This presentation counts for 50% of unit marks.
- Submission of an applied assignment, details of which will be given in class. This assignment should be submitted to the main Psychology Office by 10.00am on Mon 5th October. It will account for 40% of unit marks.

Background Reading

Lewis, V. (2003). *Development and disability*. (2nd Ed.). Carlton, Vic.: Blackwell.

Forman, P. (2008). *Integration and inclusion in action*. (2nd Ed.). Melbourne: Thompson.

Unit Code	PSYC8554 (6 points) and PSYC8652 (6 points)
Unit Name	Selected Topics 1: 554; Selected Topics 3: 652
Coordinator	Dr Steve Heath
Teaching Staff	Dr Steve Heath, Mandy Nayton, Dyslexia-SPELD Foundation Dr Lisa Gibson, Telethon Institute for Child Health Research Staff from Department of Education and Training
Time and Place:	Topic 1 - First semester, Weeks 1-6; Thursdays, 4.00-6.00 pm Child Study Centre, G10 (Group Room) Topic 2 - First Semester; 2 day block, 21-22 April Dyslexia-SPELD Foundation Topic 3 - First Semester; 2 day block, 23-24 April Topic 4 - First Semester, Weeks 1-6; Mondays, 4.00-6.00pm Centre for Inclusive Schooling Topic 5 – First Semester, Weeks 7-13; Mondays, 4.00-6.00pm Centre for Inclusive Schooling

Content and Objectives

The purpose of this unit is to provide students with the opportunity to study in depth two topics of relevance to educational and developmental psychology. Students will select two topics from the five on offer described below. Providing that a minimum of ten students enrol in each of the five alternatives all will be available. If there are insufficient numbers, students will be required to take their next choice. Students are advised to indicate their choice of units (numbered 1-5) to the unit coordinator one week, if possible, prior to the commencement of class.

Topic 1: Eating and Weight Disorders

In the context of the recent research literature, this topic will address issues commonly associated with childhood and/or adolescence such as eating disorders, body image and weight management.

Students completing this unit will be expected to have gained the following competencies:

- practical skills in identifying and assessing students with eating and weight disorders
- an understanding of the physical and psychological co-morbidities of eating disorders and obesity
- knowledge of the role of the family in the development and treatment of eating and weight disorders
- practical skills in developing and implementing a healthy body image program for students
- knowledge of the current treatment approaches for eating disorders and obesity

Topic 2: Literacy 1 – Foundations of literacy and early identification of children at risk

Students completing this unit will be expected to have gained the following competencies:

- knowledge of the literature on how literacy develops in middle to upper primary school
- knowledge of the psycholinguistic approach to language and literacy development
- practical skills in assessment of phonological processing and literacy problems
- practical skills for programming intervention for students who are still failing at literacy at primary and secondary level.

Topic 3: Literacy 2 - Later Literacy Development and Intervention for Literacy

Students completing this unit will be expected to have gained the following competencies:

- knowledge of the literature on how literacy develops in middle to upper primary school
- knowledge of the psycholinguistic approach to language and literacy development
- practical skills in assessment of phonological processing and literacy problems
- practical skills for programming intervention for students who are still failing at literacy at primary and secondary level.

It is recommended that students take Literacy 2 after Literacy 1 but it is not a requirement.

Topic 4: Autism 1 & Topic 5: Autism 2

Note: Students must take these topics as a pair as there is no division in the content or assessment.

Students completing these topics will be expected to:

- understand the characteristics of Autism Spectrum Disorder in relation to the triad of impairment
- develop an awareness of various theories relating to ASD and the implications of impairments for students' behaviour
- make the links between theory and practice
- understand the principles and practice of Applied Behaviour Analysis
- understand how to implement visual supports to develop receptive and expressive communication
- develop an understanding of the strategies required to support students with communication and socialization deficits
- be able to distinguish between and conduct a functional assessment and a functional analysis in relation to target behaviour
- develop an awareness of the variety of formats for Behavioural Intervention Plans, Individual Education Plans and Risk Management Plans
- understand the range of strategies used to effectively differentiate the curriculum
- understand the issues faced by parents and siblings of students with ASD
- gain knowledge of the range of service providers available for students with ASD.

Assessment

Each of the two topics undertaken by students will count for 50% of the total marks of the unit. Details of the form of assessment for each topic will be provided by the lecturer concerned at the start of each topic. Assessments will be by coursework. There will be no examination.

Assignment deadlines will be advised.

Readings

References and readings will be provided by the lecturer responsible for each topic.

Unit Code	Practicum 2: PSYC8557 (6 points) (Semester 2) Practicum 3: PSYC8656 (6 points) (Semester 1) Practicum 4: PSYC8657 (6 points) (Semester 2)
Unit Name	External Practicums 1, 2 & 3
Placement Coordinator	Assoc Prof Janet Fletcher
Prerequisites	PSYC8552 & PSYC8558 are prerequisites for any student enrolling in PSYC8557 PSYC8557 is a prerequisite for enrolment in PSYC8656 or PSYC8657

Description

As part of the requirements for the graduate programmes in Educational and Developmental Psychology, students undertake three supervised field placements of 30 days' duration in approved agencies or institutions. The time is usually worked on a two day per week basis but this may be varied, provided that the arrangement is satisfactory for both supervisor and supervisee. Some supervisors and supervisees prefer a block placement during weeks free from university classes.

A variety of placement settings are available for students to choose from. Students enrolled in the MPsych/GradDipEd programme must undertake two placements in school settings. Students in other Educational and Developmental programmes must undertake at least one placement that is specifically of an educational or developmental nature. In addition students are advised to seek placements that provide them with the opportunity to work with clients across the life span.

Within the setting students may be involved in a variety of work appropriate for an educational or developmental psychologist under supervision: assessments and interventions appropriate for clients exhibiting developmental, learning or behavioural difficulties or disabilities; program evaluations or specific projects suggested by the agency or institution concerned.

Note: All students must have a National Criminal History Record Check before commencing any external placement. Copies of the application form are available at the Department of Education and Training website (<http://www.det.wa.edu.au>). Students must also have completed a Working with Children check. Details can be obtained from <http://www.checkwwc.wa.gov.au>.

Supervision

Students will normally be supervised by a registered psychologist in the setting. However, in situations in which a registered psychologist is not available in an otherwise suitable setting, the student may be co-supervised by a professional in the setting and a psychologist from the teaching staff at UWA. No student may have more than one placement supervised in this manner.

Procedure For Negotiating Contracts

1. In order to select a suitable placement students should arrange a meeting with the Placement Co-ordinator early in the Semester prior to the commencement of the coming placement period.
2. The Placement Co-ordinator will then usually contact the relevant Field Supervisor to confirm that a placement position is available. At no time may a student contact a potential field supervisor without first meeting with the Placement Co-ordinator.
3. With permission from the Placement Co-ordinator the student may then contact the Field Supervisor to arrange a meeting time during which the proposed placement will be discussed more fully and, if agreement is reached, a Supervision Contract should be negotiated. The student should take to this meeting a Supervisor's folder obtainable from the Placement Co-ordinator. This folder contains:-

- (i) The Supervision Contract Form (Appendix 7)

- (ii) The Supervisor's Placement Report Form (Appendix 9)
- (iii) A copy of the Educational and Developmental Psychology Graduate Programmes handbook
- (iv) A letter explaining the process of supervision to the supervisor.

In addition students should also take their Placement log book (see below).

4. If a contract can be negotiated to the satisfaction of both student and Field Supervisor then the Supervision Contract should be completed. A copy should be retained by the Field Supervisor, one by the student, and the original forwarded to the Placement Co-ordinator prior to commencement of the placement.

If the student and the field supervisor cannot negotiate a Supervision Contract, then the student should promptly contact the Placement Co-ordinator to negotiate an alternative placement. The advantage of negotiating placements early are obvious as last minute arrangements may mean that the student's choice of placements is severely limited. Please note that whilst the Placement Co-ordinator will attempt to organize the placement requested by a student, not all field placements are always available and alternatives may need to be considered.

Placement Log Books

Each student will be issued with a log book at the beginning of the programme. In it will be noted the knowledge and skills that an educational and developmental psychologist is expected to acquire. Students and their supervisors should use these log books to guide them in setting goals at the beginning of placements. Students should then use them throughout the placement to document their experiences and the skills they have acquired. The log book will also be used by the Placement Co-ordinator to guide the choice of subsequent placements and by students to monitor their own progress.

Student's Placement Report (Appendix 8)

By the **last week of a placement**, students will be required to submit a Student's Placement Report in the standard format to the Placement Co-ordinator.

Supervisor's Placement Report (Appendix 9)

It is requested that the Supervisor's Placement Report be completed by the Field Supervisor and forwarded directly to the Placement Co-ordinator not later than one week following the placement period. Its aim is to provide the student with feedback on his/her performance in the placement and point to areas of strength and weakness in skills, while providing information to the Placement Co-ordinator on how the student is performing in an applied setting.

Students should note that they will **not be considered to have passed the placement until the Placement Co-ordinator has received both their own placement report and a report indicating satisfactory performance from the Field Supervisor**.

Unit Code	Practicum 1 Part 1: PSYC8558 (Semester 1) Practicum 1 Part 2: PSYC8556 (Semester 2) (6 points in total)
Unit Name	University Based Placement
Coordinator	Assoc Prof Janet Fletcher
Other Staff	Ms Cath McPhee; Dr Steve Heath
Time:	First semester Weeks 1 - 7: Thursday, 9.00 - 12.00, CSC Room 22 Weeks 8 - 13: Times individually arranged, CSC Rooms 15-17
	Second Semester Times and location TBA

This unit is supplemented with workshops and other professional development activities in both first and second semesters. Times for workshops are as outlined in Appendix 10 and workshops will be held in the Clinical Unit Seminar Room, unless otherwise notified.

Description

This unit provides students with an 'in-house' placement based in the Child Study Centre of the School of Psychology. It is intended to provide students with a body of information and range of skills that will be of value when working in applied settings.

Weeks 1 - 2: Introduction to placements

Students will be informed of the range of human service systems available locally. Emphasis will be placed on those that meet educational and developmental needs. Agencies, institutions and services that are likely venues for placements will be noted. This will be followed by a discussion of the expectations of agencies and institutions offering placements, and of the factors students need to keep in mind when working in these organisations. Ethical and legal issues that are likely to arise in the workplace will be discussed.

Weeks 3 - 7: Basic interviewing and counselling skills

This segment of the course will start by introducing students to the main types of interviewing and counselling situations that they are likely to experience as educational and developmental psychologists, highlighting the basic skills common to all. Subsequent sessions will deal with working with clients at different stages of the life-span and provide opportunities to develop basic interviewing and counselling skills through role-play, discussion of videos and workshop activities.

Week 8: Assessment of skills in a role-played intake interview

Weeks 9 - 13: Individualized skill development

This segment of the course will take into consideration the different experiences of students in the course and build on existing skills to develop competence in interviewing, assessment, basic interventions and/or group work skills. This will be achieved through work with clients involved with the Special Needs Unit of the CSC, the CSC Learning Clinic or CSC parenting groups.

Second Semester:

Student skills will be further developed through training in the running of groups and the opportunity to be a co-facilitator of such a group as part of an applied research program. Opportunities to be involved in other applied research projects are also available.

Observation opportunities

A variety of services (assessment, interventions, group work) is offered to the community by CSC staff on the premises. Students are expected to avail themselves of the unique opportunity this provides to watch

the staff, all of whom are experienced, registered psychologists, at work through one-way mirrors. To do this, students should:

1. Check the booking board in Room 12 to find out when clients are scheduled who have agreed to be viewed.
2. Notify the staff member who will be providing the service so that preparation and/or debriefing can be provided when relevant.
3. Read the Guidelines for use of Viewing Rooms (Appendix 11).

Workshops

Workshops are an important part of all the MPsych programmes and integral to the University-based placement as they allow for the development of diverse skills required in applied settings. Workshops will be run on Fridays throughout the year (see Appendix 10). Students in the Educational and Developmental programmes will be required to attend asterisked workshops. Other workshops are optional and may be attended if the workshop presenter permits.

Requirements

1. A Working with Children check is required. See <http://www.checkwwc.wa.gov.au> for information on obtaining a clearance.
2. A National Criminal History Record Check is required. An application form can be downloaded from the Department of Education and Training website: <http://www.det.wa.edu.au>
3. Attendance at all scheduled sessions within semester time.
4. Conducting a role-played intake interview of an acceptable standard (a pass/fail grade will be awarded).
5. Writing a report of an acceptable standard (a pass/fail grade will be awarded) on the child assessed during PSYC8552 assessment (the client will be a child referred to the CSC Learning Clinic or Special Needs Unit). The report will be written for the child's parent and teacher. The *final* version of the report must be submitted to your clinical supervisor *no later than 3 weeks after your final session with the child*.

OR

Running a parent group of an acceptable standard (a pass/fail grade will be awarded). The group members will be parents of children attending a group organised by the CSC Clinic team. This alternative will only be offered to students with extensive experience in assessment.

OR

Designing and implementing an intervention of an acceptable standard (a pass/fail grade will be awarded). The intervention will be for a child in the Special Needs Unit of the CSC. This alternative will only be offered to students with extensive experience in assessment.

6. Observation of a minimum of two clients in the CSC Clinic. Attendance must be documented by the practitioner being viewed and observation sheets (see back of Log Book) completed and returned to the unit coordinator at the end of Second Semester.
7. Completion of a minimum of 250 hours practical work. This should be recorded in the Log Book.

Required Reading

Australian Psychological Society (2007). *Code of Ethics*. Carlton: APS.

This is available on the APS website at <http://www.psychology.org.au/about/ethics> .

Recommended Reading

- Cormier, W.H., Cormier, L.S. (1991). *Interviewing strategies for helpers*. (3rd ed.). CA: Brooks & Cole Publishing Company.
- Egan, G. (1998). *The skilled helper: A problem management approach to helping*. (6th ed.). Melbourne: Brook/Cole.
- Geldard, D. (2001). *Basic personal counselling: A training manual for counsellors*. Frenchs Forest, NSW: Prentice Hall.
- Geldard, K. (2004). *Counselling adolescents: the proactive approach*. London: Sage.
- Keats, D.M. (2000). *Interviewing: A practical guide for students and professionals*. Sydney: UNSW Press.

In addition, students should check the *Australian Psychologist* throughout the year as it frequently reports on issues relevant to practitioners.

- Write a brief summary (one page maximum) identifying the chosen journal and justifying this choice. This summary statement should be signed by both the student and the supervisor and appended to the dissertation.
- Prepare a manuscript suitable for submission to the selected journal. This requires that the manuscript adhere closely to the Guidelines for Contributors provided within the chosen journal. A copy of these Guidelines for Contributors must accompany the dissertation as an appendix. Over-riding any formatting requirements of the journal, however, is the need to leave a margin of 3.5cm on the left-hand side so that the dissertation can be read when bound.
- At the very end of the manuscript the student is to include a copy of the information sheet, the consent form, and the debriefing information given to participants, as well as a completed Committee for Human Rights Annual/Final Report Form, including the one page report requested by that document.

Each student is required to submit to the Psychology General Office (i.e., Pamela Slobe) by **10.00am Monday 5 October 2009**, the following:

- One CD containing (i) a copy of dissertation (formatted for Microsoft Word) and appendices, (ii) a complete raw data set (iii) and either a text file explaining layout (i.e., identifying the variable name, the construct or variable the variable corresponds to, and, when appropriate, the labels corresponding to each value) OR an SPSS file where the variable and value labels are completed for each variable. Labels for the CD will be available at the Psychology front office.
- **Two** bound copies of the dissertation. There is a binding machine available for use in the Psychology General Office.
- **Length of dissertation.** Since the aim is to write a manuscript-style presentation rather than a thesis, examiners are expecting submissions that are typically 6,000 words but there is a maximum of 8,000 words (excluding references and appendices). Dissertations in excess of 8,000 words will not be accepted and the student will be required to revise and resubmit the dissertation; late penalties will apply from the original date of submission (i.e., 5 October, 2009). Therefore, strive for brevity and clarity in what you write.

If any of these components is not submitted by this deadline, then the dissertation shall be deemed late, and the standard penalty for late submission will accrue until all components have been submitted.

Document content

The contents of the submitted document should thus be:

1. Title page as for a dissertation, i.e. with statement that it is being submitted "as a partial requirement for the degree of Master of Psychology" etc.
2. Acknowledgments.
3. Table of contents which should indicate where the journal article starts and finishes and what is provided in the appendices.
4. Title page for the journal article following the guidelines for the journal to which it is being submitted.
5. Remainder of the journal article, again with format completely in keeping with the intended journal requirements.
6. Appendix 1: guidelines for authors from the intended journal.
7. Appendix 2: justification of choice of journal.
8. Appendix 3: information sheet, consent form, and debriefing information, as well as a completed Human Research and Ethics Committee Annual/Final Report Form.
9. Appendix 4 - if needed. This should be included only if you choose to provide extra information for the examiners. There is no assumption that any additional material will be included.

NOTE: In some cases, students may have enlisted the assistance of external organisations (e.g., schools, clinics, or other workplaces) in the course of data collection. In such instances, it is good

practice to acknowledge the relevant individuals or organisations in the dissertation acknowledgements. You must also discuss with your supervisor the best way to provide feedback to those who have assisted (and before providing the feedback).

Dissertation examination

Two individuals appointed by the Programme Co-ordinator will examine the research dissertation. One examiner will always be internal to the School of Psychology, while the other may be appointed from outside the School. The thesis grade comprises 100% of the final grade in this unit. The marking criteria are as follows:

H1: HD+ (90-100): For an outstanding dissertation that is in a conceptually or practically challenging or difficult area; demonstrating excellence in terms of conceptualisation, theoretical framework or previous empirical research leading to derivation of the research question as described in the introduction, the use of rigorous or innovative methodology, a mastery of relevant statistical methods and presentation of the results, the capacity to discuss the results in an analytic manner, skilful treatment of unexpected or inconsistent results, or a recognition of some limitation of the methodology, and integration of the findings within the background outlined in the introduction or an alternative framework if appropriate. Excellent written expression, organisation and format.

H1: HD- (80-89): As for HD+, but with some trivial weakness, such as in the presentation or structure, or some minor inconsistency or oversight in the arguments or a discussion that does not fully exploit the findings or links with theory or previous empirical research.

H2A: D+ (75-79): For a dissertation showing excellence in one or two aspects of conceptualisation, methodology, statistical analysis or discussion but no particular strengths elsewhere or, generally sound dissertation, but with some weaknesses or flaws which are offset by some excellent features.

H2A: D- (70-74): For a dissertation that is consistently sound piece of work with well-structured arguments leading to a development of a research question, appropriate methodology and statistical treatment and an accurate interpretation of the results but no particular strengths elsewhere.

H2B: CR (60-69): For a dissertation that is a consistently sound piece of work with well structured arguments leading to the development of a research question, appropriate methodology and statistical treatment and an accurate interpretation of the results but no particular strengths elsewhere.

H3: Pass (50-59). A dissertation that contains important misconceptions, inconsistencies or omissions in one or more areas, or poor organisation or incorrect interpretation of some of the results or an inability to recognise some limitations of the methodology but otherwise sound. These misconceptions are such that they do not affect the basic thrust of the dissertation or its conceptual impact.

Fail: N+ (<50). A dissertation that contains a number of serious misconceptions, inconsistencies, omissions, or incoherence and serious unrecognised deficiencies in methodology or a serious unrecognised misinterpretation of data.

When there are grounds, students may appeal a thesis mark, but students (including those with a Fail grade) will not be permitted to revise the thesis in the same year.

In all grade categories credit will be given to those students who have tackled more intellectually and practically demanding topics with some success.

Storage of completed theses

Copies of each successful MPsych dissertation from recent years are held in the Test Library in the Main Office. Students are encouraged to consult these theses as a means of helping them judge the type and scope of research appropriate for an MPsych project.

Student's responsibilities following submission of dissertation

When the dissertation has been completed to the satisfaction of the examiners, a CD copy of all dissertations will be given to the Test Librarian for filing in the School's Test Library and one CD will be given to the student's supervisor. Students will receive a copy of examiners' comments after Examiners' Meeting and a CD with copies of all MPsych dissertations.

IMPORTANT DATES

Deadline for submission of dissertation: **10.00am Monday 5 October 2009.**

Unit Code	PSYC8651 (6 points)
Unit Name	Selected Topics 2
Coordinator	Dr Steve Heath
Teaching Staff	Dr Michael Weinborn, Room 207, Main Psychology Building Michelle Reid, Fremantle Older Adult Mental Health Service Prof Stephen Houghton, GSE
Time and Place	Semester 2, Mondays: 4-6pm, Child Study Centre Room G10

This Unit examines the current research and interventions relating to two developmental issues.

Topics: Content and Specific Objectives

Weeks 1-6

1. Disruptive Behaviour Disorders (Mondays – Child Study Centre Room G10)

Student Outcomes

Students completing this unit will be expected to have gained the following competencies:

- understand general behaviour management techniques used with mainstream students
- understand the concept of 'at risk' and the importance of reputation in the development of risk status
- develop an understanding of Disruptive Behaviour Disorders (i.e., ADHD, ODD and CD) and delinquency
- knowledge of the literature on how Disruptive Behaviour Disorders develop in early onset and adolescent limited formats
- develop an understanding of the developmental trajectories of Disruptive Behaviour Disorders and juvenile psychopathy
- understand the treatment applications comprising pharmacological and non-pharmacological management of Disruptive Behaviour Disorders

Weeks 8-13

2. Working with Aging Individuals and their families (Mondays – CSC Room G10)

Student Outcomes

Students will develop understanding of current research and practical issues in the area of gerontology including:

- the effects of normal ageing on cognition
- diagnostic criteria for common subtypes of dementia, including Alzheimer's disease and Vascular Dementia
- methods that Clinical Neuropsychologists utilize to assess older adults
- common mental health problems amongst older adults
- practical issues in working with carers and family members.

Assessment

Each of the two topics undertaken by students will count for 50% of the total marks of the unit. Details of the form of assessment for each topic will be provided by the lecturer concerned at the start of each topic. Assessments will be by coursework. There will be no examination.

Assignment deadlines will be advised.

UNITS OFFERED BY THE GRADUATE SCHOOL OF EDUCATION

Unit Code **EDUC8468 Special Education Curriculum (6 points)**

Unit Coordinator Ken Glasgow

Time and Place *First Semester*
Lectures: 1.00 – 2.30pm Tuesday, Room G.8, GSE
Tutorials: 1.00 – 2.30pm Thursday, Room G.8, GSE

Introduction

This course is intended to enhance your understanding of, and ability to program for students with a disability in the regular or support classroom. You will be introduced to support services and personnel from the government and non-government systems.

Goal

This unit is intended to provide students with an introduction to the characteristics of children and adolescents with exceptional needs. The course will introduce students to a range of disabilities and disorders encountered by teachers in mainstream and education support settings. The students will develop an understanding of the educational, behavioural, social and emotional needs of such children and adolescents.

Learning outcomes

On completion of this course students will:

1. be aware of the needs (learning, behavioural, social and emotional) associated with various categories of exceptionality
2. be able to utilise the Foundation Outcome Statements in programming for students with exceptional needs
3. be aware of the range of support structures and support personnel available to assist teachers in government and non-government schools to meet the educational needs of exceptional students
4. be able to demonstrate an awareness of appropriate aspects of current DoET policies, initiatives and strategic directions with regard to exceptional students.

Unit structure

The unit is presented in a lecture format. There will be invited guest speakers from the government and non-government systems who are specialist in particular areas. Students will present on a tutorial topic (see later in this document) for not more than 30 minutes each. Students will work as a team but be marked individually for their part of the presentation.

UNIT SCHEDULE

Week	Topic
1 Feb 24	Introduction/overview. Issue in Special Education/DoET policies and initiatives.
2 March 3	Autism Spectrum Disorder – characteristics and classroom needs.
3 March 10	Behaviour management of exceptional children.
4 March 17	Communication disorders and learning - the impact in the classroom.
5 March 24	Problems faced by students with disabilities (social, learning, etc).
6 March 31	Hearing impairment – impact on learning and teaching.
7 April 7	Vision Impairment – impact on learning and teaching.

Mid Semester Break April 13 – April 24

8 April 28	Programming for special needs.
9 May 5	Foundation Outcome Statements 1 – developing an inclusive program.
10 May 12	Foundation Outcome Statements 2 – classroom applications.

TUTORIAL SCHEDULE

Date	Topic (SEMESTER 1)
March 5	Argue in support of including a child with a physical disability in a mainstream classroom.
March 12	Discuss some of the resources available and the process you go through to support students with disabilities.
March 19	If you had a child with a learning disability in your class and you had to prepare an IEP, what information would you need prior to setting objectives and who would you involve in IEP development?
March 26	Outline some of the characteristics of intellectual disability in terms of educational, social and emotional needs.
April 2	Outline the major components of a behaviour management program for a child with attentional problems.
April 9	1. Many children have language processing problems – discuss the characteristics of such a disorder and the implications for you as a classroom teacher. 2. Argue the pros and cons of inclusivity.
April 30	Children with a learning disability face many problems in school, what are they and how can you assist them to overcome them?
May 7	Given that children with Autism or Asperger's Syndrome have significant problems relating to peers, what can you do to assist them to develop socializing skills?
May 14	What are some of the issues to be attended to in preparing for the transition of a child with a disability from primary to high school?
May 21	Discuss the problems associated with evaluation of a student from a minority culture.

Textbook(s)

Whilst there are no required texts, the following are recommended:

Behaviour

- Freiberg, H.J. (1999). *Beyond behaviourism: Changing the classroom management paradigm*. Massachusetts: Allyn and Bacon.
- Kerr, M.M., & Nelson, C.M. (1998). *Strategies for managing behaviour problems in the classroom*. New Jersey: Prentice Hall. **(In Bookshop)**.
- Lewis, R. (1991). *The discipline dilemma*. Victoria: ACER.
- Slee, R. (1992). *Discipline in Australian public education: Changing policy and practice*. Victoria: ACER.

Learning Difficulties

- Lerner, J. (1997). *Learning disabilities: Theories, diagnosis, and teaching strategies*. (7th ed). Boston : Houghton Mifflin.

Disability

- Ashman, A., & Elkins, J. (2005). *Educating children with diverse abilities (2nd Ed)*. Sydney: Prentice Hall. **(In Bookshop)**.
- Foreman, P. (2008). *Inclusion in action (2nd Ed)*. Melbourne: Thompson. Strongly recommended. **(In Bookshop)**
- Howlin, P. (1997). *Autism: Preparing for adulthood*. London: Routledge.

Assessment

Component	Weight	Due Date
Tutorial exercises/activities		
Assessment 1	25%	By final week of Semester 1
Assessment 2	75%	By Friday July 10

Assessment 1

Presentations:

Students will prepare and present a 20 minute discussion on a topic selected from the list attached to this form. **This component accounts for 25% of the course and will be carried out from March 5 until complete.**

Task description

As stated above.

Assessment criteria/guidelines

Clarity of presentation, breadth of the topic discussed, students' apparent knowledge of topic.

Assessment 2

Full time student teachers

Teaching program: Students will develop a 12 hour teaching program for a child with a disability in the regular class. The program will take into account the child's level of cognitive ability, educational levels and motor difficulty. Students may write the program with reference to their major teaching area.

School psychology students

May develop a teaching program as above or develop an IEP and an IBMP for a child with a learning based behaviour problem. Or, you may wish to focus on a social skilling programme for a child with moderate intellectual disability (however, this is a recommendation only and the student may wish to consult with the course coordinator on alternatives).

Correct Standard Australian English Expression and Grammar must be demonstrated and a pass/fail will be awarded on this criteria and any student who is awarded a fail on this criteria will be asked to re submit the assignment. This program accounts for 75% of the course and is due by Friday July 10th.

Submission of assignments

Assignments should be submitted with a GSE face sheet through the Faculty office and a receipt received.

Plagiarism

Please refer to page 27 of the Graduate School of Education's "Preservice Teacher Education" handbook for the policy on plagiarism.

Appeals against academic assessment

Please refer to page 28 of the Graduate School of Education's "Preservice Teacher Education" handbook for information on the procedures. The following website has information on these procedures www.secretariat.uwa.edu.au/home/policies/. Full regulations governing appeals procedures are available in the University Handbook, available online at <http://handbooks.uwa.edu.au/>.

Unit Code	EDUC8480 School Experience 3 (6 points)
Unit name	School Experience 3
Unit Co-ordinator	Mrs Di Gardiner
Time and Place	<i>Semester 1 or 2</i>

This unit provides 15 days of school experience for students enrolled in the combined MPsych/GradDipEd. The unit is offered in the first year of the course and includes a pre-primary and primary placement in June (dates to be confirmed by students). Students will be expected to observe their mentor teachers, teach one lesson per day in the second week of the primary placement and assist staff as appropriate. Students will attend a workshop in preparation for their work in schools.

Prerequisite: A National Criminal History Record Check and a Working with Children Clearance must be presented before any student undertakes teaching practice. If a clearance is not given, a student must approach the Department of Education and Training for permission to proceed.

Unit Code	EDUC8481 School Experience 1 (6 points)
Unit Name	School Experience 1
Unit Co-ordinator	Mrs Di Gardiner
Time and Place	<i>Semesters 1 and 2</i>

MPsych/GradDipEd Students enrolled in School Experience I will undertake six weeks of school experience in a relevant curriculum area. This placement will occur in two blocks at a time to suit each student's schedule and the university academic timetable, but preferably as close to June 8 to 26 and October 26 to November 13, 2009 as possible.

During School Experience I students will have an opportunity to use relevant curriculum documents to prepare, implement and assess outcomes-based learning programmes; to design and teach effective lessons; to demonstrate knowledge of and skills in developing student-centred learning tasks; to use a variety of resources to engage student interest and to try a variety of techniques and approaches in a classroom context under the guidance of a mentor teacher in the school. Students will initially observe their classes and then begin teaching with one class a day for the first week, after which the teaching load will gradually increase to approximately three hours of teaching a day for weeks five and six. Constructive feedback on each lesson will provide a basis for the development of teaching skills. A University supervisor will visit the student once during each block to provide feedback and to make an assessment of the level of competence.

Prerequisite:

A National Criminal History Record Check and a Working with Children Clearance must be presented before any student undertakes teaching practice. If a clearance is not given, a student must approach the Department of Education and Training for permission to proceed.

EDUC8481 (MPsych/Grad Dip Ed) 6 points

Unit Code	EDUC8485 Teaching and Learning Perspectives
Co-ordinator	Dr Sandy Heldsinger
Time and Place	<i>First Semester:</i> Lectures: Monday 9.00 - 9.45, Murdoch Lecture Theatre Seminars: Friday 9.00-11.00am, 12noon-2.00pm, or 2.00-4.00pm

Unit overview

This series of lectures and seminars is designed to introduce you to the main pedagogical theories that inform teaching and learning. Different theoretical perspectives will be overviewed in lectures and opportunities to make connections between theory and practice will be provided in seminars. The course is designed to help you develop a deep understanding and appreciation of relevant theories that will allow you to become an effective, reflective practitioner.

At the end of the course students should be able to:

- demonstrate a knowledge of different theoretical perspectives relevant to teaching and learning,
- demonstrate an understanding of how different theoretical perspectives apply to practice, including academic learning, behaviour management, motivating students and social/cultural considerations;
- apply theoretical understandings to elucidate critical incidents in the classroom, and
- appreciate the role of theory in becoming an effective, reflective practitioner.

Course structure

One-hour lectures are conducted weekly. It is essential that you attend lectures as they will provide a basis for your written assessments and your seminar participation and presentation.

There is a two-hour seminar each week. These sessions will enable you to engage more closely with issues of particular interest to you. The student-led seminars provide opportunities to practice teaching skills in an atmosphere of peer support.

Lecture schedule

Week 1	23 February	Reflective practice
Week 2	2 March	Constructivist perspectives - Piaget
Week 3	9 March	Constructivist perspectives - Vygotsky
Week 4	16 March	Behavioural perspectives of classroom management
Week 5	23 March	Behavioural perspectives of learning
Week 6	30 March	Cognitive perspectives
Week 7	6 April	Humanistic approaches to learning GSE VACATION
Week 8	27 April	ANZAC HOLIDAY
Week 9	4 May	Socioemotional and moral development/ Sociocultural considerations
Week 10	11 May	Linking the Perspectives

Assessment schedule

The unit is assessed on the basis of seminar participation and team-teaching, and an end of term exam. To pass the unit, you must complete and pass each of these components. Due dates and grading are as follows:

Exam	22 May	50%
Seminars	10 sessions	50%

Exam

The end of term exam will be held on Friday 22 May from 9.30 am – 11.30 am in the seminar rooms of the GSE. You will be assessed on your depth of understanding of the different perspectives of Teaching and Learning and your ability to use this understanding to evaluate a given teaching strategy. Further details will be provided in lectures and seminars.

Seminars

Satisfactory seminar participation includes attendance, preparation and willingness to engage in discussions. It is important that you do the essential weekly readings prior to the seminars, and come along prepared to ask questions and be involved in activities. If you cannot attend a seminar, please contact your tutor.

Each student is required to be involved in two team-teaching activities to elucidate the content of the week's lecture. You should assume that all members of your seminar group have completed the set weekly readings for the lecture topic. The team-teaching activity is an opportunity to practice some teaching skills and try something innovative! The idea is to engage the seminar group in an interesting and effective learning activity that illustrates how theory applies to practice.

Readings

The set texts for this unit are:

Krause, K., Bochner, S. and Duchesne, S. (2003) *Educational psychology for learning and teaching*. Victoria: Thomson.

Barry, K. And King, L. *Beginning Teaching* 3rd ed, NSW, Social Science Press.

These are also the set texts for the Introduction to Teaching component of *School Experience 1*, and are available from the University Bookshop. The EDFAA library has numerous copies of this text, with several held on Closed Reserve. Essential weekly readings are listed below.

Weekly readings (to be completed before the lecture):

Week 1 *Reflective practice and Constructivist perspectives – Piaget*

Krause et al - Ch 1: Emerging skills

Barry and King – Ch 1: An introduction to teaching and learning

Krause et al - Ch 2: Cognitive development (Piaget) pp 43 – 66

Barry and King – Ch 6: pp 201 – 207

Week 2 *Constructivist perspectives – Vygotsky*

Krause et al - Ch 2: Cognitive development (Vygotsky) pp 66 – 78

Barry and King – Ch 6: pp 207 – 210; pp 211 – 213

Barry and King – Ch 7: pp 227 - 252

Week 3 *Behavioural perspectives of classroom management*

Krause et al - Ch 4: Behavioural views of learning

Week 4 *Behavioural perspectives of learning*

Krause et al - Ch 4: Behavioural views of learning

Barry and King – Ch 6: pp 186 – 189; pp 193 – 201

Week 5 *Cognitive explanations of learning*

Krause et al - C 5: Cognitive explanations of learning

Barry and King – Ch 6: pp 201 – 205; pp 211 – 213

Barry and King – Ch 17: pp 576 - 622

Andrich, D. (2002a) A framework relating Outcomes Based Education and the Taxonomy of Educational Objectives. *Journal of Studies in Educational Evaluation*. 28, 35-59.

WHERE ALL THIS LEADS: Career directions of previous graduates of this programme

Our goals in this programme are to equip you with advanced skills in Educational and Developmental Psychology that will place you in a competitive stead when you join the job market. To that end, the programme provides a strong training in both research and professional practice. It has a strong practical orientation, providing opportunities to gain experience in the diverse settings that educational and developmental psychologists find employment. Students combining their degree with the Postgraduate Diploma in Education acquire additional experience in school settings.

We aim to ensure that you have strong research skills. By the end of your degree, you should be able to offer to prospective employers:

- strengths in the critical analysis of problems
- the ability to interpret and evaluate relevant research
- facility with computer-based literature searches
- research design skills
- expertise in the organisation and analysis of quantitative data
- the ability to present research findings in clear, well organised and well formatted reports.

We aim to ensure that you meet – to a high standard – the competency guidelines recommended by relevant groups within the profession of Psychology, including:

- the ability to assess clients or situations
- the ability to design and implement appropriate interventions
- the ability to evaluate interventions
- skills in communicating outcomes
- understanding of client, professional and workplace issues.

All of these are marketable skills, relevant to a number of areas of employment.

Previous graduates of this programme have found attractive employment in a wide range of areas. A popular career direction is School Psychology, and many have gone on to good positions in the private and public sectors, in WA and interstate. Others have obtained positions as psychologists with bodies such as the Disability Services Commission, Dyslexia SPELD Foundation, the Health Department's Neurosciences Unit, Telethon Speech and Hearing Centre, Student Support Centre (UWA), and the WA Police Department. Some have decided to continue their education, taking PhDs or other higher degrees, and others have moved to research and contract positions in WA, interstate and overseas or entered private practice.

Graduate training in Educational and Developmental Psychology is available at very few universities in Australia. We believe that our graduates have not only the competitive advantage of being among the first to gain advanced qualifications in this area but also the assurance of a strong combination of research and practitioner skills.

Information in this publication is correct as at 23 February 2009 but is subject to change from time to time. 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 programme, and or to vary arrangements for any programme.

**APPENDIX 1:
STAFF: ACADEMIC RESEARCH INTERESTS - ADMINISTRATIVE STAFF**

Subject	Staff Member	E-mail Address
Abnormal psychology		
Professor Colin MacLeod	6488 3273	colin@psy.uwa.edu.au
Mr Neil McLean	6488 3580	neil@psy.uwa.edu.au
Assoc Prof Andrew Page	6488 3577	andrew@psy.uwa.edu.au
Dr Werner Stritzke	6488 3578	werner@psy.uwa.edu.au
Addiction		
Dr Allison Fox	6488 3265	afox@psy.uwa.edu.au
Mr Neil McLean	6488 3580	neil@psy.uwa.edu.au
Dr Werner Stritzke	6488 3578	werner@psy.uwa.edu.au
Alcohol and sexual aggression		
Dr Werner Stritzke	6488 3578	werner@psy.uwa.edu.au
Alcohol use and related problems		
Dr Allison Fox	6488 3265	afox@psy.uwa.edu.au
Mr Neil McLean	6488 3580	neil@psy.uwa.edu.au
Dr Werner Stritzke	6488 3578	werner@psy.uwa.edu.au
Alzheimer's Disease		
Dr Romola Bucks	6488 3232	romola.bucks@uwa.edu.au
Anxiety		
Professor Colin MacLeod	6488 3273	colin@psy.uwa.edu.au
Mr Neil McLean	6488 3580	neil@psy.uwa.edu.au
Assoc Prof Andrew Page	6488 3577	andrew@psy.uwa.edu.au
Assessment of the Severely Impaired		
Dr Michael Weinborn	6488 1739	mweinbo@psy.uwa.edu.au
Attention		
Professor Colin MacLeod	6488 3273	colin@psy.uwa.edu.au
Dr Dave Van Valkenburg	6488 3257	dvanv@psy.uwa.edu.au
Auditory Perception		
Dr Dave Van Valkenburg	6488 3257	dvanv@psy.uwa.edu.au
Behavioural and cognitive neuroscience		
Professor David Badcock	6488 3243	david@psy.uwa.edu.au
Professor Geoff Hammond	6488 3236	geoff@psy.uwa.edu.au
Body Image		
Dr Sue Byrne	6488 3579	sbyrne@psy.uwa.edu.au
Categorisation and Concept Formation		
Professor Stephan Lewandowsky	6488 3231	lewan@psy.uwa.edu.au
Categorising People		
Dr Vance Locke	6488 3272	vance@psy.uwa.edu.au
Child development		
Assoc Prof Janet Fletcher	6488 3275	jan@psy.uwa.edu.au
Assoc Prof Murray Maybery	6488 3255	murray@psy.uwa.edu.au

Child language and communication

Assoc Prof Janet Fletcher 6488 3275 jan@psy.uwa.edu.au

Clinical neuropsychology

Dr Romola Bucks 6488 3232 romola.bucks@uwa.edu.au
 Dr Allison Fox 6488 3265 afox@psy.uwa.edu.au
 Dr Michael Weinborn 6488 1739 mweinbo@psy.uwa.edu.au

Clinical psychology

Dr Sue Byrne 6488 3579 sbyrne@psy.uwa.edu.au
 Professor Colin MacLeod 6488 3273 colin@psy.uwa.edu.au
 Mr Neil McLean 6488 3580 neil@psy.uwa.edu.au
 Assoc Prof Andrew Page 6488 3577 andrew@psy.uwa.edu.au
 Dr Werner Stritzke 6488 3578 werner@psy.uwa.edu.au

Computational Models of Memory

Professor Stephan Lewandowsky 6488 3231 lewan@psy.uwa.edu.au

Cognitive Ageing

Dr Romola Bucks 6488 3232 romola.bucks@uwa.edu.au

Cognitive Behavioural Therapy

Dr Sue Byrne 6488 3579 sbyrne@psy.uwa.edu.au

Cognitive development

Professor Mike Anderson 6488 3264 mike@psy.uwa.edu.au
 Dr Donna Bayliss 6488 3850 donna@psy.uwa.edu.au
 Assoc Prof Murray Maybery 6488 3255 murray@psy.uwa.edu.au

Cognitive psychology

Professor Mike Anderson 6488 3264 mike@psy.uwa.edu.au
 Dr Donna Bayliss 6488 3850 donna@psy.uwa.edu.au
 Dr Allison Fox 6488 3265 afox@psy.uwa.edu.au
 Professor Stephan Lewandowsky 6488 3231 lewan@psy.uwa.edu.au
 Professor Colin MacLeod 6488 3273 colin@psy.uwa.edu.au
 Assoc Prof Murray Maybery 6488 3255 murray@psy.uwa.edu.au

Craving

Dr Werner Stritzke 6488 3578 werner@psy.uwa.edu.au

Cue reactivity

Dr Werner Stritzke 6488 3578 werner@psy.uwa.edu.au

Dementia

Dr Romola Bucks 6488 3232 romola.bucks@uwa.edu.au

Developmental disorders

Professor Mike Anderson 6488 3264 mike@psy.uwa.edu.au
 Dr Donna Bayliss 6488 3850 donna@psy.uwa.edu.au
 Assoc Prof Janet Fletcher 6488 3275 jan@psy.uwa.edu.au
 Assoc Prof Murray Maybery 6488 3255 murray@psy.uwa.edu.au

Developmental psychology

Professor Mike Anderson 6488 3264 mike@psy.uwa.edu.au
 Dr Donna Bayliss 6488 3850 donna@psy.uwa.edu.au
 Assoc Prof Janet Fletcher 6488 3275 jan@psy.uwa.edu.au
 Dr Davina French 6488 3015 davina@psy.uwa.edu.au
 Assoc Prof Murray Maybery 6488 3255 murray@psy.uwa.edu.au

Discrimination		
Dr Vance Locke	6488 3272	vance@psy.uwa.edu.au
Early childhood education		
Assoc Prof Janet Fletcher	6488 3275	jan@psy.uwa.edu.au
Eating disorders		
Dr Sue Byrne	6488 3579	sbyrne@psy.uwa.edu.au
Mr Neil McLean	6488 3580	neil@psy.uwa.edu.au
Dr Werner Stritzke	6488 3578	werner@psy.uwa.edu.au
Educational psychology		
Dr Donna Bayliss	6488 3850	donna@psy.uwa.edu.au
Assoc Prof Janet Fletcher	6488 3275	jan@psy.uwa.edu.au
Emotion Processing		
Dr Romola Bucks	6488 3232	romola.bucks@uwa.edu.au
Emotional disorders		
Professor Colin MacLeod	6488 3273	colin@psy.uwa.edu.au
Assoc Prof Andrew Page	6488 3577	andrew@psy.uwa.edu.au
Dr Werner Stritzke	6488 3578	werner@psy.uwa.edu.au
Evolutionary psychology		
Professor Gillian Rhodes	6488 3251	gill@psy.uwa.edu.au
Exceptional development		
Assoc Prof Janet Fletcher	6488 3275	jan@psy.uwa.edu.au
Executive Function		
Dr Michael Weinborn	6488 1739	mweinbo@psy.uwa.edu.au
Face Perception		
Professor Gillian Rhodes	6488 3251	gill@psy.uwa.edu.au
Fears and phobias		
Professor Colin MacLeod	6488 3273	colin@psy.uwa.edu.au
Mr Neil McLean	6488 3580	neil@psy.uwa.edu.au
Assoc Prof Andrew Page	6488 3577	andrew@psy.uwa.edu.au
Forensic Neuropsychology		
Dr Michael Weinborn	6488 1739	mweinbo@psy.uwa.edu.au
Group Behaviour		
Dr Nicolas Fay	6488 2688	nfay@psy.uwa.edu.au
Dr Vance Locke	6488 3272	vance@psy.uwa.edu.au
Health psychology		
Dr Sue Byrne	6488 3579	sbyrne@psy.uwa.edu.au
Dr Davina French	6488 3015	davina@psy.uwa.edu.au
Mr Neil McLean	6488 3580	neil@psy.uwa.edu.au
Dr Werner Stritzke	6488 3578	werner@psy.uwa.edu.au
Human-computer interaction		
Professor Stephan Lewandowsky	6488 3231	lewan@psy.uwa.edu.au
Human factors		
Professor Stephan Lewandowsky	6488 3231	lewan@psy.uwa.edu.au
Professor Colin MacLeod	6488 3273	colin@psy.uwa.edu.au
Assoc Prof David Morrison	6488 3240	davidm@psy.uwa.edu.au

Individual differences

Professor Mike Anderson	6488 3264	mike@psy.uwa.edu.au
Dr Donna Bayliss	6488 3850	donna@psy.uwa.edu.au
Dr Davina French	6488 3015	davina@psy.uwa.edu.au

Industrial and organisational psychology

Professor Stephan Lewandowsky	6488 3231	lewan@psy.uwa.edu.au
Assoc Prof David Morrison	6488 3240	davidm@psy.uwa.edu.au

Intelligence

Professor Mike Anderson	6488 3264	mike@psy.uwa.edu.au
Assoc Prof Janet Fletcher	6488 3275	jan@psy.uwa.edu.au

Job design and productivity

Assoc Prof David Morrison	6488 3240	davidm@psy.uwa.edu.au
---------------------------	-----------	-----------------------

Measurement

Dr Romola Bucks	6488 3232	romola.bucks@uwa.edu.au
Dr Davina French	6488 3015	davina@psy.uwa.edu.au

Memory and information processing

Dr Donna Bayliss	6488 3850	donna@psy.uwa.edu.au
Assoc Prof Janet Fletcher	6488 3275	jan@psy.uwa.edu.au
Dr Allison Fox	6488 3265	afox@psy.uwa.edu.au
Professor Stephan Lewandowsky	6488 3231	lewan@psy.uwa.edu.au
Professor Colin MacLeod	6488 3273	colin@psy.uwa.edu.au
Assoc Prof Murray Maybery	6488 3255	murray@psy.uwa.edu.au

Mental models

Professor Stephan Lewandowsky	6488 3231	lewan@psy.uwa.edu.au
-------------------------------	-----------	----------------------

Mood and cognition

Professor Colin MacLeod	6488 3273	colin@psy.uwa.edu.au
-------------------------	-----------	----------------------

Motor control

Professor Geoff Hammond	6488 3236	geoff@psy.uwa.edu.au
Dr Andrea Loftus	6488 3249	andrea.loftus@uwa.edu.au

Neuropsychological Assessment

Dr Michael Weinborn	6488 1739	mweinbo@psy.uwa.edu.au
---------------------	-----------	------------------------

Neuropsychological Rehabilitation

Dr Michael Weinborn	6488 1739	mweinbo@psy.uwa.edu.au
---------------------	-----------	------------------------

Obesity

Dr Sue Byrne	6488 3579	sbyrne@psy.uwa.edu.au
--------------	-----------	-----------------------

Occupational health and safety

Assoc Prof David Morrison	6488 3240	davidm@psy.uwa.edu.au
---------------------------	-----------	-----------------------

Organisational and industrial psychology

Assoc Prof David Morrison	6488 3240	davidm@psy.uwa.edu.au
---------------------------	-----------	-----------------------

Ostracism

Dr Vance Locke	6488 3272	vance@psy.uwa.edu.au
----------------	-----------	----------------------

Perception

Professor Gillian Rhodes	6488 3251	gill@psy.uwa.edu.au
--------------------------	-----------	---------------------

Perceptual Asymmetries		
Dr Andrea Loftus	6488 3249	andrea.loftus@uwa.edu.au
Personnel selection and training		
Assoc Prof David Morrison	6488 3240	davidm@psy.uwa.edu.au
Phobias		
Assoc Prof Andrew Page	6488 3577	andrew@psy.uwa.edu.au
Physiological psychology		
Dr Allison Fox	6488 3265	afox@psy.uwa.edu.au
Professor Geoff Hammond	6488 3236	geoff@psy.uwa.edu.au
Prejudice		
Dr Vance Locke	6488 3272	vance@psy.uwa.edu.au
Prospective Memory		
Dr Michael Weinborn	6488 1739	mweinbo@psy.uwa.edu.au
Pseudoneglect		
Dr Andrea Loftus	6488 3249	andrea.loftus@uwa.edu.au
Psychophysiology		
Dr Allison Fox	6488 3265	afox@psy.uwa.edu.au
Dr Werner Stritzke	6488 3578	werner@psy.uwa.edu.au
Psychotherapy		
Mr Neil McLean	6488 3580	neil@psy.uwa.edu.au
Assoc Prof Andrew Page	6488 3577	andrew@psy.uwa.edu.au
Racial attitudes and stereotypes		
Dr Vance Locke	6488 3272	vance@psy.uwa.edu.au
Reading and reading disabilities		
Professor David Badcock	6488 3243	david@psy.uwa.edu.au
Assoc Prof Janet Fletcher	6488 3275	jan@psy.uwa.edu.au
Reasoning/problem-solving		
Professor Stephan Lewandowsky	6488 3231	lewan@psy.uwa.edu.au
Assoc Prof Murray Maybery	6488 3255	murray@psy.uwa.edu.au
Research design and statistics		
Dr Davina French	6488 3015	davina@psy.uwa.edu.au
Professor Stephan Lewandowsky	6488 3231	lewan@psy.uwa.edu.au
Assoc Prof Murray Maybery	6488 3255	murray@psy.uwa.edu.au
Schizophrenia		
Dr Michael Weinborn	6488 1739	mweinbo@psy.uwa.edu.au
Sensory processing and perception		
Professor David Badcock	6488 3243	david@psy.uwa.edu.au
Dr Dave Van Valkenburg	6488 3257	dvanv@psy.uwa.edu.au
Sexism		
Dr Vance Locke	6488 3272	vance@psy.uwa.edu.au
Short-Term Memory and Working Memory		
Professor Stephan Lewandowsky	6488 3231	lewan@psy.uwa.edu.au

Social Psychology Dr Vance Locke	6488 3272	vance@psy.uwa.edu.au
Spatial Representation Dr Andrea Loftus	6488 3249	andrea.loftus@uwa.edu.au
Sport and exercise psychology Mr Neil McLean	6488 3580	neil@psy.uwa.edu.au
Stereotypes Dr Vance Locke	6488 3272	vance@psy.uwa.edu.au
Stroke Rehabilitation Dr Andrea Loftus	6488 3249	andrea.loftus@uwa.edu.au
Symptom Validity Evaluation Dr Michael Weinborn	6488 1739	mweinbo@psy.uwa.edu.au
Unilateral Neglect Dr Andrea Loftus	6488 3249	andrea.loftus@uwa.edu.au
Visual perception Professor David Badcock	6488 3243	david@psy.uwa.edu.au
Visuomotor Adaptation Dr Andrea Loftus	6488 3249	andrea.loftus@uwa.edu.au

PROFESSIONAL STAFF

Staff Member	Position	Phone	E-mail
Mrs Ann Deveson-Kelly	Admin Officer (Accounts & Purchasing)	3572	ann@psy.uwa.edu.au
Mrs Rose Elias	Admin Officer (Human Resources)	2977	rose@psy.uwa.edu.au
Ms Erica Hodgson	Admin Officer (Student Services)	3256	erica@psy.uwa.edu.au
Mrs Dianne Bettis	Admin Assistant (General Office Reception)	3267	dbettis@cyllene.uwa.edu.au
Mrs Marilyn Bacus	Admin Assistant (Undergraduate)	3933	mbacus@psy.uwa.edu.au
Ms Pamela Slobe	Admin Assistant (Postgraduate)	3247	pamela@psy.uwa.edu.au
Ms Prue Radinger	Admin Assistant (Test Library)	4507	prue@psy.uwa.edu.au
Ms Margaret Yull	Admin Assistant (Robin Winkler Clinic)	2644	clinic@psy.uwa.edu.au
Mrs Lyn Edgar	Admin Assistant (Child Study Centre)	3195	lyne@psy.uwa.edu.au
Dr Craig Clark	School Manager	2282	craig@psy.uwa.edu.au
Mr Matt Huitson	Senior Research Officer	3269	matt@psy.uwa.edu.au
Mr Herb Jurkiewicz	Senior Technician (Audio Visual)	2654	herb@psy.uwa.edu.au
Mr John Love	Engineeer (IT Enquiries)	3277	john@psy.uwa.edu.au
Mr Brian Pepler	Senior Technician (Facilities Management)	2633	brian@psy.uwa.edu.au
Mr Doug Robb	Computer Systems Administrator	2507	doug@psy.uwa.edu.au

Teaching Staff from the Graduate School of Education

Dr Sandra Heldsinger	6488 2301	sandy.heldsinger@uwa.edu.au
Educational assessment and measurement in various instructional contexts		
Assessment of literacy development, especially writing skills		
Assessment of social outcomes of schooling		
Assessment in the Society and Environment learning area		
Evaluation of performance data		
Evaluation of teaching practices		
Mrs Di Gardiner	6488 2382	di.gardiner@uwa.edu.au
Mentoring of beginning teachers		
Graduate teacher retention rates		
Curriculum development		
Classroom management		
Mr Ken Glasgow	6488 2268	ken.glasgow@uwa.edu.au
Children with special needs		
Children and adolescents at risk		
Professional accountability and supervision		
Career education		
Professor Steve Houghton	6488 2391	stephen.houghton@uwa.edu.au
Applied behavioural and cognitive behavioural techniques		
Child and adolescent disorders, delinquency, Neuropsychological testing		

**APPENDIX 2:
THE UNIVERSITY OF WESTERN AUSTRALIA
SCHOOL OF PSYCHOLOGY**

GE-00

Ethical Scholarship, Academic Literacy and Academic Misconduct-2007

POLICY ON ASSIGNMENTS

This document describes the policy of the School of Psychology on academic misconduct in written and other assignments and the penalties applied for late submission of written assignments.

This policy is consistent with the University policy on Ethical Scholarship, Academic Literacy and Academic Misconduct, which is posted on the web at http://www.teachingandlearning.uwa.edu.au/tl/academic_conduct. *It is the responsibility of students to have read and understood the University policy, the policy of their Faculty, and the Policy of this School, which applies to all units taught in the School of Psychology.* Additional information relevant to the individual assessment items in any particular unit may appear in that unit's outline or Assessment Mechanism Statement. In this case, it is also your responsibility to have read that information prior to submitting the work in question. Students are required to sign a declaration that they understand the policies covering academic misconduct when they submit any written work.

Academic misconduct includes, but is not limited to:

- Plagiarism, which is defined below.
- Inappropriate collaboration or collusion between students on pieces of work that should be completed independently. Each unit co-ordinator can provide advice on the extent of acceptable collaboration within their unit.
- Submitting the same work, or substantially the same work, for more than one assessment unless this is permitted in the unit Assessment Mechanism Statement. Such recycling of work, either within or between units, is a form of self-plagiarism and is unacceptable unless the subsequent use is cited in the usual way (see below).
- Falsifying or fabricating data or research findings.
- Cheating in examinations.

This handout provides definitions of some of these activities, and advice on how to avoid committing academic misconduct. Plagiarism and its avoidance are also addressed directly in Level 1 Psychology units. Additional guidance and support may be sought from the UWA Student Services Learning Skills Advisers.

The penalties associated with particular instances of academic misconduct depend upon the student's year of study and any previously recorded instances of misconduct. These penalties are set by the University and are outlined in the policy above.

In 2008 several students were found to have committed acts of misconduct, in units at all levels. The penalties associated with these acts resulted in several students failing a unit that they might otherwise have passed. In other cases students received final grades that were substantially lowered by penalties applied to all or part of assignments. In many instances a student would have been more likely to pass the unit if he or she had not submitted the piece of work in question, or had submitted it late in order to complete the work fairly, rather than submitting a piece of work that was not their own. When you are feeling under pressure to complete a piece of work **do not be tempted**; plagiarism is detectable and the penalties are not worth the risk.

1. PLAGIARISM IN WRITTEN ASSIGNMENTS

It is expected that any work submitted for assessment will be the sole work of the student concerned and that any contribution included in an assignment taken from the work of others (whether ideas or particular statements) will be given due acknowledgment by referring to the source from which the contribution was taken. If such acknowledgment is not given by one of the means outlined below, the student will have engaged in plagiarism.

It is expected that all students should inform themselves about plagiarism and know how to avoid committing the offence. What follows are the School of Psychology's guidelines with respect to the offences, which are in accordance with accepted academic conduct.

Definitions

Plagiarism is the use of the work of others as if it were one's own. It is a serious offence in scientific or other serious writing. The scope of sources to which plagiarism may relate includes both published material, for example in journals or on the internet, and the work of other students when it is used without their knowledge or permission.

The new University guidelines specify three levels of plagiarism, which attract differing penalties depending upon the year of study. These levels are defined in terms of the percentage of the piece of work that has been plagiarised. This is normally the percentage of the words included in the word count, for example 300 words in a 3000 word assignment would be 10%. Our policy regarding the components of an assignment that are included in the word count is detailed at the end of this document.

Minor plagiarism occurs when small quantities of an assessment piece, normally less than 10%, have been copied from unattributed sources as described in this document. Instances are deemed minor only when the purpose of the assessment remains largely uncompromised.

Moderate plagiarism generally occurs when more than 10% but not more than 25% of the assessable work has been plagiarised.

Major plagiarism occurs when more than 25% of the assessable work has been copied from unattributed sources.

The School of Psychology will refer also to the nature of the plagiarism in reaching a decision about its seriousness. You should note that:

- (i) Plagiarism of less than 10% may be deemed more serious than minor, and less than 25% more serious than moderate, where the purpose of the assessment has been seriously compromised, for example where the plagiarised section addresses the main learning objective for the assignment.
- (ii) Any quantity of plagiarism found in a thesis or dissertation will always be treated as major. For this purpose, the major assignments submitted in the core Honours units, Psychological Approaches to Understanding 1 and 2, will be treated as dissertations.

Students should also take note of these definitions in the context of gaining assistance with writing style. Plagiarism includes the use of both the words and the ideas of others without acknowledgement. The use of any commercial service that offers to write, edit or re-write work for you would therefore be considered a breach of the guidelines if the work is then submitted without acknowledgement. For students who have difficulty expressing their ideas in writing, student services at UWA are able to offer help with writing skills and English language usage; they do so in ways that ensure the integrity of the final submitted work. Use of this service is recommended by the School of Psychology as a fair and honest way to improve your writing style.

Collusion is when two or more students work together on an assessment but represent it as individual work. Each unit co-ordinator will make clear in the context of their assessment pieces, how much collaboration is acceptable. Collusion also takes place on any occasion where one student knowingly allows another to copy their current or previously completed work and submit it as their own.

Background

All students and scholars need on many occasions to use the work of others when preparing their own work. There are also many occasions when it is desirable for students to work together, and some units in the School of Psychology in which students collaborate in executing a project. It is essential, therefore, that a clear distinction be made in all such cases between the work of *the author(s)* and the work of the *other individuals* which might appear in the said work.

In some cultures it is seen as a sign of respect to describe ideas in exactly the same words as have been used by acknowledged experts. In some educational systems, copying from published source material is also often allowed, without the insistence upon proper acknowledgement of these sources. ***In the academic tradition to which this University and School belongs, these practices are unacceptable and there are strict rules governing the use of other people's ideas, from whatever source they come.***

When the work of *other individuals* appears in any author's work there is a tacit understanding that the work is being used as a *reference source*. That is, the author is referring to the work of others for a specific academic purpose such as to support a line of argument or to describe what facts and ideas exist in a particular body of work. For this reason it will be referred to hereafter as a *source work*.

When taking notes, you should be aware of failing to distinguish between the author's words and your own ideas. It is an insufficient excuse to claim that you have incorporated other writers' work because you forgot to mark your notes in quotation marks and then transferred them to your assignment. This forgetfulness results in plagiarism.

Guidelines

There are specific procedures governing the ways in which such *source work* must be acknowledged. Detailed instructions on how to acknowledge *source work* can be found in the references at the end of this document.

- If a *source work* has been used in the preparation of an author's work, it must be referred to in the bibliography. Use of any ideas, plans, research results, conclusions, or any other intellectual property in a *source work* must be acknowledged. The source of ideas which have not been published – for example, the ideas of students working on the same project – should be referenced as a *personal communication*.
- On each occasion that a *source work* is used in the body of an author's work, its use must be acknowledged by citing the author(s). Furthermore, if it is either desirable or necessary to use the exact words from a *source work*, these words must also be enclosed in quotation marks.
- The use of footnotes should be restricted to the acknowledgement of unpublished *source work* or personal correspondence (e.g., lecture notes).
- If you have reason to refer to words or ideas that you have used yourself in another assignment, you should cite yourself as the *source work*.

Grey Areas

There are practices where it can be very difficult to allocate credit appropriately and other practices which can be classified as plagiarism. These practices should be avoided:

- If a student's work contains nothing more than quotations from *source work*, the only possible credit attributable to the student is for putting the sources together in one place. The appropriate use of quotations therefore avoids plagiarism, but may not earn marks.
- If the student largely paraphrases *source work*, even though it may be correctly cited, the student's contribution is also minimal and attribution of credit is difficult.
- When the use of paraphrasing blurs the distinction between the intellectual property of the *source work* and that of the student, then plagiarism is the result. This form of the offence occurs when a

source work is paraphrased in and among the student's own words and the citation does not clearly identify the paraphrased sections.

The University Guidelines on Academic Conduct specify the penalties that will result from varying levels of academic misconduct. These can be severe, especially if the misconduct is serious or is repeated. It is essential therefore that you are familiar with the guidelines and that you ensure that your work is always your own. *Talk to your tutor or unit co-ordinator if you are in doubt about the distinction between acceptable and unacceptable practice.*

Students are also advised to consult the following reference works for additional guidance:

- O'Shea, R.P. (2000). *Writing for Psychology* (3rd Ed.). Marrickville, NSW: Harcourt Brace Jovanovich.
Smyth, T.R. (2004). *The Principles of Writing in Psychology*. UK: Palgrave MacMillan

If a student is suspected of academic misconduct their case will be dealt with as outlined in the University policy. If you find yourself in this position, advice can be sought from the Guild Education Office.

You have a right of appeal against a finding of academic misconduct, and/or the penalty imposed in such cases, via written appeal within ten working days of notification to the next most senior staff member or body under academic misconduct procedures. In such instances, you are strongly advised to seek further advice from the Guild Education Office or your Faculty.

2. PENALTIES FOR LATE SUBMISSION OF WRITTEN ASSIGNMENTS

Requests for extensions of the submission deadlines for written work must be made to the appropriate year co-ordinator, *not* the unit co-ordinator, 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. Extensions must be signed by the student and the year co-ordinator.

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.

3. WORD LENGTH OF ASSIGNMENTS

It is important to write succinctly, and many assignments will have a set word length.

Coversheets for all assignments which have set word limits will include a place for a word count and a declaration that the word count is accurate. The word count itself should not include the Abstract or the Reference List, but must include all other sections. Appendices do not count, but these sections (if used) must not contain information that is integral to the assignment. The word count given by a word processor is preferable; if counting words by hand, any character or character string preceded and followed by a space or a punctuation mark counts as a word.

Markers will stop reading assignments at the word limit and will assign a mark *as if the read portion constituted the entire assignment*. Written work that exceeds the word limit will not receive credit or be given feedback.

APPENDIX 3: TEST LIBRARY

Procedures for staff and students in the School of Psychology, The University of Western Australia.

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.

Please note that all stopwatches are borrowed independently from tests. These are available from Herb Jurkiewicz in room G.04 in the Main Building (6488 2654, herb@psy.uwa.edu.au), and should be returned to him when no longer required.

2. Location

School of Psychology Main Office, Room G.02.

3. Library Hours

Please email Prue Radinger (prue@psy.uwa.edu.au) with all requests for test library materials. Tests may be collected between 10:00am and 12:00 noon, Monday to Friday. If this time is not suitable please email Prue to arrange a more convenient 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 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. Authorisation forms are available from the Test Library.

Please note that authorisation is only valid for 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 School of Psychology Main Office. ***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.

7. Theses

The Library has a stock of Masters and PhD theses that have been completed within the School in the previous five years. Honours theses from 1999 onwards are available in CD format from the Front Office, as will MPsych theses from 2008 onwards. All of the above may be borrowed for two weeks, or longer by special arrangement. A list of postgraduate theses held in the Library is available from the Test Librarian.

8. Copyright

Most of the tests, books and materials held in the Library are copyright. 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 Test Library Committee chairperson, Associate Professor Janet Fletcher.

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.

APPENDIX 4: COMPUTER NETWORK

The School of Psychology has an extensive computer network connecting more than 350 PCs situated in laboratories, offices and student computer/common rooms at four sites spread across campus; the Robin Winkler Clinic, the Child Study Centre, the Sanders Building, and Main Psychology. Each postgraduate student has access to shared printing, photocopy and computing 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 (Internet Explorer), word processing (MS-Word), graphing (PRISM, MS-Excel) and statistical analysis (SPSS).

Student accounts for email and internet access are now managed centrally by ITS but students needing to access the school network will need an account for computer and printer access. Account application forms are available from the Main Office. For any further computing/networking enquiries please email our Technical Services Group (support@psy.uwa.edu.au).

APPENDIX 5: PRINCIPLES GOVERNING PREPARATION, PRESENTATION AND APPROVAL OF MPSYCH THESIS PROPOSALS

Page 1

The following information should be presented in standard form at the top of the first page.

TITLE:

STUDENT:

SUPERVISOR(S):

Abstract

This should be an outline description of the project. It must be between **200 and 250 words** in length.

Page 2

ESTIMATED COSTS: This should consist of the most detailed possible estimate of costs including "hidden costs" such as photocopying, postage, and telephone calls.

The adviser should check the proposal carefully to ensure that the project can be concluded using available infrastructure and such funding as the adviser and/or student are willing to commit to the project. In research areas in which a suitable project could not reasonably be developed without incurring exceptional costs (e.g. the purchase of test protocols, medical kits, or participant recruitment through newspaper advertising) the school may contribute up to \$250 towards those costs.

If a School contribution is sought, or if hidden costs borne by the school (e.g. photocopy, postage, phone) are estimated to exceed \$250, then the adviser and student should discuss the matter with the Head of School prior to submission of the Proposal.

ESTIMATED TESTING TIME: This should be a realistic estimate of the anticipated testing time, including time to be spent collecting data for preliminary pilot studies. Students should not be involved in more than 80 - 100 hours of testing time.

HUMAN RIGHTS ISSUES: Students are required to complete a Human Rights Ethics Form (see UWA Procedures, Appendix 6) and attach it to the Proposal. In most instances the Human Research Ethics Sub-Committee within the School of Psychology will deal with this application for ethics approval. When a proposal involves more complex ethical considerations the School Sub-Committee may refer it to the University Human Research Ethics Committee for review.

Students intending to use a **Consent Form** should develop an appropriate form and attach it to the proposal (see:

http://www.research.uwa.edu.au/welcome/research_services/Ethics2/human_ethics/forms_guidelines_policies2).

Page 3 onwards

This is the main body of the Proposal. It should not normally exceed **1500 words** in length, but should describe all of the important details of your proposed project. It should consist of the following sections.

Introduction

The Introduction should put the proposed study in its historical and experimental context and then indicate the rationale of the proposed study. It should not be a detailed review of the literature and should normally not exceed **1000 words**.

The Introduction should also state as precisely as possible the question(s) which the proposed study is designed to answer and what the significance of the findings is likely to be.

Method

The Method section should cover the **design** (including specification of the independent and dependent variables), the type of **subjects** to be used (including selection criteria and method of recruitment), the **procedure** (in detail if any unusual subject treatment is contemplated) the **materials**, and the **apparatus**. Pilot data may be included if available. This is not a requirement but may sort out potential difficulties and help assessment of a project's viability. Students might well, for example, draw on knowledge gained in their Honours project.

APPENDIX 6: ETHICS

UNIVERSITY PROCEDURES FOR EXPEDITED REVIEW BY HUMAN RESEARCH SUB-COMMITTEES (HRESCs) (PSYCHOLOGY, HUMAN MOVEMENT, PUBLIC HEALTH, HISTORY AND EDUCATION ONLY)

- Human Research Ethics Sub- Committees, (HRESCs), are given delegated authority to grant ethical approval for research projects with **minimal ethical significance**.
- With the emphasis on minimal ethical significance, approval at HRESC level is extended to applications for projects being conducted by students and staff members. Please note that only staff members may act as Chief Investigators. If a student is involved, the student's supervisor must submit the application and assume the responsibilities of Chief Investigator.
- HRESCs must consist of at least three members: a Chair who is the Head of the School or Faculty or nominee; the honours programme coordinator or the graduate programme coordinator; and a member of the School or Faculty who has recent experience in obtaining ethical approval from the HREC.
- Chief Investigators must complete a full application, i.e. an *Application to Undertake Research Involving Human Subjects (Application)* and prepare the necessary consent documents. If the Chief Investigator seeks HRESC clearance, a copy of the *Application* should be forwarded with a covering *Checklist* to the HRESC. The *Checklist* will assist the HRESC to decide whether the project can be approved by it on the basis that it is of minimal ethical significance.
- If the *Checklist* identifies major ethical issues, the *Application*, consent documents and necessary copies must be forwarded to the HREC for consideration at its next scheduled meeting.
- If the HRESC is satisfied that the project is of minimal ethical significance, **a signed letter of approval must be written by the Chair** to the HREC. The approval letter, the *Application* and consent documents must be forwarded immediately to the Secretary of the Human Research Ethics Committee. (Note: A copy of the full grant/research proposal is not required.)
- A letter will be sent from the Secretary of the HREC to the Chief Investigator advising that approval has been granted in accordance with University procedures. The HREC will endorse the approval at its next monthly meeting. A register will be kept of all applications approved by the HRESCs.
- Random audits will be conducted of projects approved by HRESCs. This will be done for the purpose of providing feedback to the HRESCs of their approval processes.
- HRESCs will be kept informed of any changes in policy.
- Final reports and annual reports will be issued by the Secretary and sent to the Chief Investigator concerned.
- Chief Investigators must advise the Secretary of the HREC of any adverse or unexpected events that affect the ethical issues of a project.
- Chief Investigators must seek permission from the Secretary of the HREC before implementing any amendments to the methodology of a project.
- The Secretary will forward to the Chair of the HRESC copies of correspondence in connection with approvals, adverse events, amendments, renewals, etc.

Please refer to **Human Research Ethics Committee** website

http://www.research.uwa.edu.au/ethicsacu/welcome/Ethics/human_ethics

HOW TO APPLY FOR APPROVAL TO CONDUCT RESEARCH INVOLVING HUMAN PARTICIPANTS

- Refer to Human Research Ethics Committee (HREC) web page at http://www.research.uwa.edu.au/ethicsacu/welcome/Ethics/human_ethics

- Complete *Application to Undertake Research Involving Human Subjects* which can be found at http://www.research.uwa.edu.au/ethicsacu/welcome/Ethics/human_ethics/forms_guidelines_policies and prepare Information Sheet and Consent Form.

**APPENDIX 7:
SUPERVISION CONTRACT**

THE UNIVERSITY OF WESTERN AUSTRALIA
School of Psychology

**SUPERVISION CONTRACT
Master of Psychology (Educational and Developmental)**

TRAINEE: _____

AGENCY / INSTITUTION: _____

SUPERVISOR(S): _____

SUPERVISOR'S POSITION IN AGENCY: _____

PLACEMENT PERIOD:

From: _____ To: _____

SUPERVISION:

Hours per week of formal (scheduled) supervision

Style of supervision (e.g. discussion, observation of supervisor, observation of student, provision of sample reports etc) -

SUPERVISOR'S REQUIREMENTS OF TRAINEE (includes: pre-placement preparation, caseload, agency requirements etc.)

NOTE: This form should be returned to the Placement Co-ordinator prior to the commencement of the placement. One copy should be retained by the student and another by the supervisor.

TRAINEE GOALS AND OBJECTIVES

Specification of trainee goals and objectives for placement may include the following:

- General organisational/procedural functions
- Familiarisation with roles of psychologists and other professionals in the system
- Observation and/or use of particular assessment procedures and instruments
- Observation and/or use of particular intervention strategies
- Development of report writing, professional communication and case presentation skills
- Direct client - student contact (where appropriate)
- Working the clients of particular interest when available (e.g., individual, group, couple, family, organisational, adult, child, etc.)
- Working with particular problems (when available)
- Other issues

The trainee should be aware that often situations change and not all goals may be practicable over the placement period.

DETAILS OF SUPERVISION:

(i) Frequency of meeting with supervisor:

(ii) Nature of contact (e.g., did you sit in on supervisor (or others)? did supervisor directly observe your work?, were audio or video tapes made of your work?):

(iii) Style of supervision: (Describe the approach of your supervision)

(a) In general work:

(b) In supervision sessions:

LEARNING EXPERIENCES: (What you learned from the placement, this may include practical and/or personal learning)

ADVANTAGES OF PLACEMENT:

DISADVANTAGES OF PLACEMENT:

SUPERVISOR'S COMMENTS: (on the above or any other parts)

Trainee

Supervisor

**APPENDIX 9:
SUPERVISOR'S PLACEMENT REPORT**

THE UNIVERSITY OF WESTERN AUSTRALIA
School of Psychology

Master of Psychology (Educational and Developmental)

TRAINEE: _____

FIELD SUPERVISOR: _____

AGENCY: _____

ADDRESS: _____

PHONE: _____

PLACEMENT DATES: _____

DATE OF FINAL REPORT: _____

Please Return to: Placement Co-ordinator
 Master of Psychology (Educational and Developmental)
 Child Study Centre
 School of Psychology
 University of Western Australia
 35 Stirling Highway
 Crawley WA 6009

NOTES FOR SUPERVISOR REPORT

The aims of this report are:

1. To provide information on whether the student has reached a satisfactory level of performance in the placement.
2. To provide the student with feedback on his/her performance and to point out areas of strength and weakness in his/her work.

This report covers a number of general areas on which to assess students completing an applied placement. Not all areas of evaluation will be applicable to all placements. If an item is not relevant please mark the column 'not applicable'. In some placements which are very specialized the specific goals and objectives of the Placement Contract will provide additional information about the activities, experiences and skills the student hopes to complete. The objectives related to these specialized activities and skills should be rated under 'Assessment of Specialized Placement Goals'.

This report should be completed at the end of the student placement. The report should be discussed with the student prior to the end of the placement and the Report then sent to the Placement Co-ordinator.

Evaluations should be made on a 5-point rating scale. The supervisor should evaluate **first-year students and those on their first placement in second -year against the referent group of Masters students in psychology at the same point in their studies. Students completing their final placement in the second -year of the programme should be rated against the referent group of new employees who have just completed their training.** To assist the supervisor in making these evaluations the following interpretations of the numerical ratings are provided.

1. **Well below standard** – achieved few requirements, seldom reached the expected performance level.
2. **Below standard** – achieved some but not all requirements; occasionally reached expected performance.
3. **Met standard** – achieved all requirements; usually reached expected performance.
4. **Above standard** – always reached performance level expected; occasionally exceeded this level of performance.
5. **Well above standard** – always reached expected standard; frequently exceeded this level of performance.

PROFESSIONAL SKILLS

		Well Below	Below	Met	Above	Well Above	N/A
1.	Punctuality/attendance	1	2	3	4	5	
2.	Work standards e.g., agency commitments, adequate preparation, workload	1	2	3	4	5	
3.	Response to advice and feedback from supervisor	1	2	3	4	5	
4.	Relationship with other professionals and staff of the agency	1	2	3	4	5	
5.	Protection of confidential information	1	2	3	4	5	
6.	Performance at meetings and conferences	1	2	3	4	5	
7.	Knowledge and practice of professional ethics	1	2	3	4	5	
8.	Initiative/independence e.g., organisation of time	1	2	3	4	5	
9.	Other (specified)	1	2	3	4	5	

Comments

REPORT AND LETTER WRITING SKILLS

		Well Below	Below	Met	Above	Well Above	N/A
1.	General record keeping	1	2	3	4	5	
2.	Ability to organize material	1	2	3	4	5	
3.	Ability to communicate ideas and opinions	1	2	3	4	5	
4.	Ability to write in a professional manner	1	2	3	4	5	
5.	Ability to target reports to the appropriate audience	1	2	3	4	5	
6.	Other (specified)	1	2	3	4	5	

Comments

ASSESSMENT SKILLS

		Well Below	Below	Met	Above	Well Above	N/A
1.	Selection of appropriate assessment methods	1	2	3	4	5	
2.	Obtaining information through interview	1	2	3	4	5	
3.	Obtaining information through observation	1	2	3	4	5	
4.	Demonstrates knowledge of test administration and technical aspects	1	2	3	4	5	
5.	Establishes rapport with clients during test administration	1	2	3	4	5	
6.	Interpretation of test results and/or protocols	1	2	3	4	5	
7.	Understanding of rationale for assessment methods used	1	2	3	4	5	
8.	Integration of information obtained in assessment	1	2	3	4	5	
9.	Ability to provide assessment feedback to clients	1	2	3	4	5	
10.	Other (specified)	1	2	3	4	5	

Comments

INTERVIEWING AND COMMUNICATION SKILLS

	Well Below	Below	Met	Above	Well Above	N/A
1. Establishing early rapport with clients	1	2	3	4	5	
2. Maintains effective relationship with client	1	2	3	4	5	
3. Shows empathic understanding of the client's situation	1	2	3	4	5	
4. Awareness of own strengths, limitations and impact upon clients	1	2	3	4	5	
5. Demonstrates appropriate blend of styles of questioning	1	2	3	4	5	
6. Demonstrates appropriate listening techniques	1	2	3	4	5	
7. Shows good exploration and clarification of problem-related information	1	2	3	4	5	
8. Shows congruency between non-verbal and verbal behaviours	1	2	3	4	5	
9. Other (specified)	1	2	3	4	5	

Comments

INTERVENTION SKILLS

		Well Below	Below	Met	Above	Well Above	N/A
1.	Demonstrates ability to identify presenting problems	1	2	3	4	5	
2.	Demonstrates ability to formulate and analyse presenting problems	1	2	3	4	5	
3.	Demonstrates ability to plan relevant intervention programs for different problems	1	2	3	4	5	
4.	Good use of theory and/or research in choosing interventions	1	2	3	4	5	
5.	Uses intervention techniques effectively	1	2	3	4	5	
6.	Demonstrates good management of time during the session	1	2	3	4	5	
7.	Demonstrates ability to implement total intervention programs	1	2	3	4	5	
8.	Regularly monitors and reviews intervention progress	1	2	3	4	5	
9.	Works well with others in implementing interventions	1	2	3	4	5	
10.	Shows good attention to maintenance and follow-up	1	2	3	4	5	
14.	Other (specified)	1	2	3	4	5	

Comments

ASSESSMENT OF SPECIALIZED PLACEMENT GOALS

(As specified in the Placement Contract)

		Well Below	Below	Met	Above	Well Above
1.	_____					

	_____	1	2	3	4	5
2.	_____					

	_____	1	2	3	4	5
3.	_____					

	_____	1	2	3	4	5
4.	_____					

	_____	1	2	3	4	5
5.	_____					

	_____	1	2	3	4	5
6.	_____					

	_____	1	2	3	4	5
7.	_____					

	_____	1	2	3	4	5

Overall performance in this placement was

Well Below	Below	Met Standard	Above	Well Above
1	2	3	4	5

Comments

If you rate the student's performance as unsatisfactory or if you are undecided please complete the following section.

The student requires further supervised experience in the following activities relevant to this placement.

Signed: _____ (Supervisor)

Date: _____

APPENDIX 10: WORKSHOP PROGRAM

First Semester

Date	Presenter	Topic	Duration
20 Mar	A/Prof Janet Fletcher	Process of assessment: PSYC8552	Half day am
24 April	Dr Sue Byrne	Developing a thesis proposal: PSYC8510	Half day am
15 May	Neil McLean	Fundamentals of Cognitive Behaviour Therapy	Half day am
TBA	Ministerial Council on Suicide	Suicide and suicide prevention	TBA
22 May	Dr Allison Fox	WAIS/WMS assessment (part 1): PSYC8552	Half day am
29 May	Dr Allison Fox	WAIS/WMS assessment (part 2): PSYC8552	Half day am

Second Semester

Date	Presenter	Topic	Duration
7 Aug	Dr Steve Heath and A/P Janet Fletcher	Running Groups	Full day
14 Aug	Dr Sue Byrne	CBT treatment of eating disorders	Half day am
21 Aug	A/Prof Janet Fletcher	Brief solution focussed counselling: Egan's techniques	Full day
9 Oct	Neil McLean	Responding to alcohol problems	Half day am

Note:

There will be many other workshops held during the year with topics and times to be notified later. Please endeavour to keep Fridays free from other commitments so you may attend these.

APPENDIX 11: GUIDELINES FOR THE USE OF VIEWING ROOMS

The opportunity to watch a client interacting with his/her psychologist is a privilege which must not be abused. Many of the clients coming to the Child Study Centre give permission for their session to be watched by students in order to help them learn from watching an experienced practitioner at work. When you decide to avail yourself of this opportunity, it is essential that you observe the following practices:

1. Contact the staff member concerned to find out whether there is any background reading you need to do or any information you need to have in order to understand the case.
2. Enter the viewing room either 15 minutes before the scheduled session or after the client has entered the room with the psychologist so as not to intrude.
3. Make sure that the light is out in the viewing room and that the curtains are drawn.
4. Be quiet. If there are several of you in the viewing room, do not chat.
5. Arrange to meet the psychologist on duty some time after the session for debriefing purposes.
6. **DO NOT DISCUSS THE CASE WITH ANYONE OTHER THAN THE PSYCHOLOGIST ON DUTY.**

APPENDIX 12: THESIS LEARNING OUTCOMES

Postgraduate students in the MPsych and DPsych programmes conduct a research project in an area of direct relevance to their area of specialisation. The ability to design, conduct and report research is an important component of the scientist-practitioner model that underpins all training, and it is also important that you, as postgraduates, are active participants in your education. Therefore, we are asking that you make explicit the learning outcomes that you hope to achieve. The following questionnaire will be included with your thesis proposal, and should be completed in collaboration with your supervisor.

There are a variety of learning outcomes that a Master or Doctor of Psychology thesis may achieve and by discussing these with your supervisor it will become clear the extent to which these possible outcomes are being achieved. To this end, students and supervisors are asked to consider how the proposed project will permit you to learn something in the following areas.

Learning Outcomes

Please consider the possible learning outcomes listed below and indicate their level of importance to your proposed research on a 7-point scale where 1 = of no importance and 7 = of major importance

1. Provide a critical review of the relevant literature.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

2. Independently develop important research questions or hypotheses with scientific merit.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

3. Independently develop a novel piece of research methodology (e.g., questionnaire, treatment program, experimental paradigm).

1	2	3	4	5	6	7
---	---	---	---	---	---	---

4. Acquire skills in the use of existing research methodologies.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

5. Develop skills in applying existing approaches to conceptually novel domains (e.g., novel client groups).

1	2	3	4	5	6	7
---	---	---	---	---	---	---

6. Independently conduct and interpret statistical analyses.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

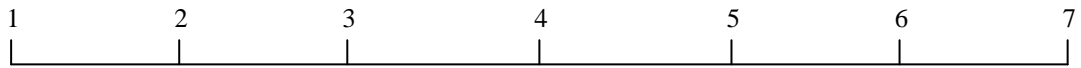
7. Learn new (to you) analytic methods.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

8. Evaluate and discuss an important research finding.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

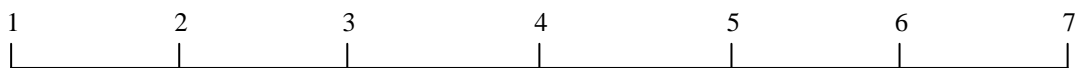
9. Identify the potential for these results to have a major impact within psychology.



10. Other (Please specify)

.....

.....



Briefly indicate how your proposed research will enable you to achieve your most important learning outcomes.

Information in this publication is correct as at 23 February 2009 but is subject to change from time to time. 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 programme, and/or to vary arrangements for any program.