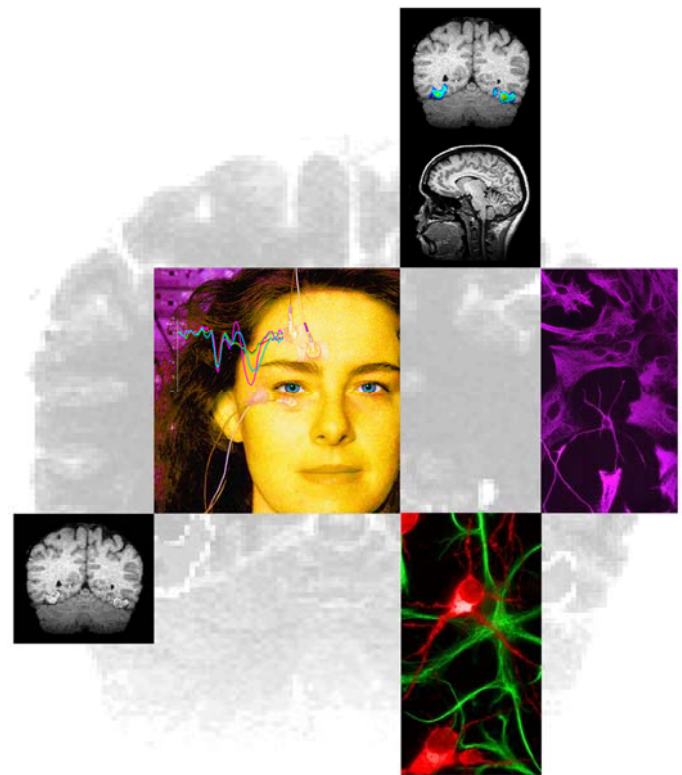


Handbook 2009



# Psychology

Doctor of Clinical Psychology and  
Clinical Neuropsychology  
and  
Master of Clinical Neuropsychology/Ph.D

Graduate Programs



THE UNIVERSITY OF  
WESTERN AUSTRALIA  
*Achieving International Excellence*



## PREFACE

The purpose of this Handbook is to give an overview of the postgraduate programs in Clinical Neuropsychology 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.). It is important to note that the DPsych program has substantial overlap specific to coursework and practical placements with the Master of Psychology in Clinical Psychology and students are strongly encouraged to reference the Clinical Handbook as well.

***Related material can be found at:***

[http://www.hr.uwa.edu.au/publications/code\\_of\\_ethics](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/robin\\_winkler\\_clinic](http://www.psychology.uwa.edu.au/robin_winkler_clinic)  
(Robin Winkler Clinic)



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## 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 program takes place in small groups, and direct access to the relevant staff member is usually straightforward in these contexts. Normally, an issue relating to a specific unit should be raised with the appropriate lecturer or Unit 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 least once per year at which any issues relating to the program 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 Program Co-ordinator, Michael Weinborn, Ph.D. (6488 1739, [mweinbo@psy.uwa.edu.au](mailto:mweinbo@psy.uwa.edu.au)).

## 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> .

## PROGRAM DESCRIPTION

The School of Psychology at UWA offers the only postgraduate training programs in Clinical Neuropsychology in Western Australia. In 1999, the School of Psychology established the Master of Psychology (MPsych) and combined MPsych/PhD postgraduate programs in Clinical Neuropsychology, and has recently developed the Doctor of Psychology (DPsych) program. Currently the school offers two training options in Clinical Neuropsychology:

- The Doctor of Psychology (Clinical Psychology and Clinical Neuropsychology) takes place over approximately three years full time study and provides high quality education for students wishing to undertake training that prepares them for positions requiring Clinical Neuropsychological skills, augmented by a thorough grounding in Clinical Psychology. The training is designed to provide dual qualifications such that graduates are eligible for both specialist APS colleges (the College of Clinical Psychology and the College of Clinical Neuropsychology)\*.
- The combined MPsych (Clinical Neuropsychology)/PhD takes approximately four years full time to complete. This program offers specialist training in Clinical Neuropsychology, designed to provide eligibility requirements for the APS College of Clinical Neuropsychologists\*. In addition, the PhD level research training prepares students for academic and research focused careers. Therefore, this program would be particularly appropriate for students with career goals that include research and academic positions.

Of note, there is a great deal of overlap in coursework between the two degrees. The units required for each option, and those that are common to both degrees are outlined further in this handbook.

Postgraduate training programs in most areas of applied psychology, including Clinical Psychology and Clinical Neuropsychology, are based on the scientist-practitioner model. This model emphasizes the need for practitioners to have a thorough grounding in practical applied skills, as well as extensive knowledge of research methodology. Consequently, the programs can be conceptualised as having three interrelated components:

1. The classroom component which includes units covering the necessary theoretical and empirical knowledge base for all core content areas (e.g., clinical and neuropsychological disorders, assessment techniques, neuroanatomy, rehabilitation),
2. A practicum component which focuses on teaching students to implement practical skills and techniques in applied settings (e.g., hospitals, clinics, and mental health centres). Common practicum sites are listed in Appendix 7, and
3. A research component which aims to train students to critically read research reports and carry out research projects so that these skills can be translated into their future work. The research project must be of direct relevance to clinical neuropsychology (in the case of the MPsych/PhD) or both clinical psychology and clinical neuropsychology (for the DPsych thesis). The thesis may be supervised by any academic staff member in the school (research interests for all staff members are available in Appendix 1, as well as on the school's website).

\* Note: additional post degree supervision by a qualified supervisor is required for full college membership for all professional degrees.

## PROGRAM REQUIREMENTS AND WORKLOAD

Both degree programs require a considerable commitment of time (roughly equivalent to a busy full time job), and students should consider carefully whether they are able to meet this commitment before enrolling in the course. Students enrolled on full-time status would typically have limited availability for part-time employment.

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 program requirements, students must successfully complete all coursework units, practical placements and a research thesis. Requirements for each coursework unit are stipulated on the relevant unit outline.

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, which was revised in 2005. 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](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 was also changed in 2005 and you should familiarize yourself with the new version. 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.

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 Program Co-ordinator **before** the due date. The program co-ordinator for 2009 is Dr. Michael Weinborn (6488 1739, [mweinbo@psy.uwa.edu.au](mailto:mweinbo@psy.uwa.edu.au)).

## EXEMPTIONS AND CREDIT

**Coursework:** By APAC regulation (4.1.41):

"Students should only be given credit for any coursework if it is directly equivalent to coursework in the current course and has been successfully completed in an APS or APAC accredited course at a pass level within the previous five year period."

This regulation recognizes that knowledge and teaching methods change, and ensures that that credit is given only for previous study which is up to date. Some students will have completed Human Neurobiology (ANHB2207) as part of their undergraduate degree, and if completed within the previous 5 years, credit can often be awarded (depending on the expected completion date of the DPsych). However, PSYC8665 (Topics in Neuropsychology) includes multiple options from undergraduate neuroscience units (PSYC3317, NEUR3326), and students who have previously completed one of these units will be expected to complete the alternate option. Students who believe they have other relevant coursework experience completed with the previous five years should consult the course coordinator.

**Placement:** For policies regarding exemptions for clinical psychology placement experiences, please consult the Clinical Psychology programs handbook for a detailed review. Policies for Neuropsychological placements are similar. Specifically, no credit for previous experience can be granted. Credit for placement in a current employment setting must meet several criteria, most importantly that the placement experience must differ from the student's normal duties with the employer.

Such an experience may count for only one of the required placements. Students wishing to arrange such a placement should submit a request in writing to the placement coordinator (Dr Michael Weinborn). The request should specify the employment setting, nature of the clinical duties and patient characteristics, how the placement experience would differ from their usual work duties, and specifics of the supervision arrangement. The placement coordinator will review the details of the proposed placement with the student and proposed supervisor before final approval is determined.

**Research Thesis:** No credit for previous research will be granted.

## STRUCTURE AND SEQUENCE OF STUDY

### For the DPsych (Clinical Psychology and Clinical Neuropsychology):

**Year 1:** the first year of the DPsych is nearly identical to the first year of training in the Clinical Psychology program (see the Clinical Psychology program handbook), with the exception of the Neuropsychological Assessment unit in Semester 2 and some initial placement and didactic experiences which are described in a subsequent section.

#### Semester 1:

PSYC8566 Psychopathology and Clinical Problems (6 points)\*#  
 PSYC8552 Assessment (6 points)\*#  
 PSYC8568 Adult and Child Psychotherapy 1 (6 points)#  
 PSYC8575 Internal Practicum Part 1 (3 points)#

#### Semester 2:

PSYC8510 Evaluation and Research Methodology (6 points)\*#  
 PSYC8592 Neuropsychological Assessment (6 points)\*  
 PSYC8569 Adult and Child Psychotherapy 2 (6 points)#  
 PSYC8564 Internal Practicum Part 2 (3 points)#  
 PSYC8565 External Practicum 565 (6 points)#

### Year 2:

#### Semester 1:

PSYC8591 Neuropsychopathology \* OR  
 PSYC8595 Plasticity and Rehabilitation (6 points)\*  
 PSYC8541 Theories & Disorders (6 points)\*  
 ANHB2217 Human Neurobiology (6 points)\*

#### Semester 2:

PSYC8567 Clinical Health Psychology (6 points)\*#  
 PSYC8553 Exceptional Development (6 points)

#### Full Year Units

PSYC9913 & PSYC9903 Placement Sequence 1 (6 points, includes continued internal clinical and clinical neuropsychology practicum experiences as well as case conference and external placement)\*  
 PSYC9911 & PSYC9901 Research Thesis 1 (12 points)

### Year 3:

#### Semester 1:

PSYC8591 Neuropsychopathology \* OR  
 PSYC8595 Plasticity and Rehabilitation (6 points)\*  
 PSYC8661 Special Topics 661 (6 points)#

#### Semester 2:

PSYC8665 Topics in Neuropsychology (6 points)\*

#### Full Year Units

PSYC9914 & PSYC9904 Placement Sequence 2 (6 points, includes all internal and external placements and Case Conference in year 3)\*  
 PSYC9912 & PSYC9902 Research Thesis 2 (24 points)

\* Units that overlap with the MPsych/PhD in Clinical Neuropsychology  
 # Units that overlap with the MPsych in Clinical Psychology

Note: PSYC8591 and PSYC8595 are offered in alternate years.

**For the MPsych/PhD (Clinical Neuropsychology).**

Students in this degree complete coursework and practicum requirements on a part time basis over the four year timeline. Note that there are some additional didactic and placement experiences in Year 1 that are credited in other units. The recommended sequence is as outlined below:

**Year 1:**

**Semester 1:**

PSYC8566 Psychopathology and Clinical Problems (6 points)\*#

PSYC8552 Assessment (6 points)\*#

PSYC8510 Evaluation and Research Methodology (6 points)\*#

**Semester 2:**

PSYC8592 Neuropsychological Assessment (6 points)\*

**Year 2:**

**Semester 1:**

PSYC8591 Neuropsychopathology \* OR

PSYC8595 Plasticity and Rehabilitation (6 points)\*

PSYC8541 Theories & Disorders (6 points)\*

**Semester 2:**

PSYC8567 Clinical Health Psychology (6 points)\*#

**Full Year Unit**

PSYC9913 & PSYC9903 Placement Sequence 1 (6 points, includes all internal and external placements and Case Conference)\*

**Year 3:**

**Semester 1:**

PSYC8591 Neuropsychopathology \* OR

PSYC8595 Plasticity and Rehabilitation (6 points)\*

ANHB2217 Human Neurobiology (6 points)\*

**Semester 2:**

PSYC8665 Topics in Neuropsychology (6 points)\*%

**Year 4:**

**Full Year Unit**

PSYC9914 & PSYC9904 Placement Sequence 2 (6 points, includes all internal and external placements and Case conference)\*

\* Units that overlap with the DPsych in Clinical Psychology and Clinical Neuropsychology

# Units that overlap with the MPsych in Clinical Psychology

%Enrolment for unit is in Semester 2, but meetings may occur in Semester 1 depending on option chosen.

Note: PSYC8591 and PSYC8595 are offered in alternate years.

### Part-time enrolment

It is not possible to complete the MPsych/PhD on a part-time basis, but part-time enrolment is possible for the DPsych, provided all coursework is completed within six calendar years. Students would be expected to complete approximately half of the coursework each year, and plan for practical placements to occur during 3 or 4 of the academic years.

Generally, students would be advised to enrol in the following sequence:

**Year 1:** 8552, 8566, and 8568 in semester 1; 8592 and 8569 in semester 2

**Year 2:** 8575 and 8541 in semester 1; 8564, 8565 and 8510 in semester 2

**Year 3:** ANHB2217 and 9913 in semester 1; 8567 and 9903 in semester 2

**Year 4:** 8591 OR 8595 AND 9911 in semester 1; 8553 and 9901 in semester 2

**Year 5:** 8591 OR 8595 AND 9914 in semester 1; 8665 and 9904 in semester 2

**Year 6:** 8661 and 9912 in semester 1; 9902 in semester 2

However, there is some flexibility in the sequence based on individual student needs. Deviations from the above sequence should be approved by the course co-ordinator within the first week of the academic year in which they occur.

### General Timetable:

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 the year in which no classes will be scheduled. However, placements often continue through these periods and you should consult with the placement coordinator and supervisors prior to scheduling time away. 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)**

**22 June – 20 July (inter-semester break)**

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

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

## TIMETABLE – DPsych (Clinical and Clinical Neuropsychology)

**Year 1:** Essentially the timetable is identical to Year 1 of the MPsych (Clinical Psychology) - see Clinical Psychology handbook - but note the following additions/exceptions:

### First Semester

Neuroimaging:	workshop and experiential activities	To be scheduled
Child Cognitive Assessment	workshops and experiential activities	To be scheduled
Introductory Child Placement	8:00-1800 daily 0800-1800 M-F	2 days, to be sched. 6-17 July

Note: The above activities are not independent units, but comprise components of other program units (PSYC8591, PSYC8592, and PSYC9913).

### Second Semester

Students do not take PSYC8567 Clinical Health Psychology; instead, they take:

PSYC8592 Neuropsychological Assessment	9:00-11:00 Wed
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## Year 2:

### First Semester

Monday		No units, but supervision sessions for internal clinic often are on Monday afternoon/early evening
Tuesday	9:00 - 9:45	Human Neurobiology (ANHB 2217) Lecture
Wednesday	9:00 - 10:45 11:00 - 12:00 1:00 - 1:45 2:00 - 4:00 or 4:00 - 6:00	Plasticity & Rehabilitation (PSYC8595) Seminars RWC Internal practicum meeting Human Neurobiology (ANHB 2217) Lecture Human Neurobiology (ANHB 2217) Lab
Thursday		
Friday	9:00 - 12:00 2:00 - 4:45	Plasticity & Rehabilitation (PSYC8595) Workshops (only 3 weeks, TBA) Special Topics PSYC8541

Note: Practicum would usually take place on Tuesdays and Thursdays.

### Second Semester

Monday	5:00 - 7:00	Neuropsychology Case Conference
Tuesday	2.00 – 5.00	Exceptional Development: PSYC8553
Wednesday	9:00 - 11:00	Clinical Health Psychology: PSYC8567
Thursday		
Friday	9:00 - 12:00	Exceptional Development: PSYC8553

Note: Practicum would typically take place on Mondays and Thursdays.

Please check individual unit descriptions regarding any additional changes to lecture day or time. For timing of assessment components, please see individual unit handouts.

**Year 3:****First Semester**

Monday		Special Topics: PSYC8661 Final times to be announced
	5:00 - 7:00	Neuropsychology Case Conference
Tuesday	2:00 - 3:45	Topics in Neuropsychology (PSYC8665) only if students choose to take Cognitive Neuroscience (PSYC3317) for this unit. Note: students who choose this option must also choose a lab time from multiple available options.
Wednesday	9:00 - 10:45	Plasticity & Rehabilitation (PSYC8595) Seminars
Thursday		
Friday	9:00 - 12:00	Plasticity & Rehabilitation (PSYC8595) Workshops (only 3 weeks, TBA)
		Special Topics: PSYC8661 Workshops - final times to be announced – see clinical psychology handbook

**Second Semester**

Monday	10:00 - 10:45	Topics in Neuropsychology (PSYC8665) only if students choose to take Advanced Neuroscience (ANHB3326) as their selection for this unit
	5:00 - 7:00	Neuropsychology Case Conference
Tuesday	9:00 - 9:45	Advanced Neuroscience (ANHB3326) if enrolled
Wednesday	10:00 - 10:45	Advanced Neuroscience (ANHB3326) if enrolled
Thursday	9:00 - 9:45	Advanced Neuroscience (ANHB3326)
Friday		

Internal and external practicum times for semesters 1 & 2 to be negotiated with supervisors.

Please check individual unit descriptions regarding any additional changes to lecture day or time. For timing of assessment components, please see individual unit handouts.

**TIMETABLE - MPsych/PhD****Year 1:****First Semester:**

See Clinical Psychology handbook for timing of PSYC8566 Psychopathology and Clinical Problems, and PSYC8552 Assessment.

**In addition, note the following commitments:**

1) PSYC8510 Evaluation and Research Methodology 5:00-6:45 Wed  
 Note: content and commitments for this unit for students enrolled in the MPsych/PhD are identical to PSYC8513 (see unit description for details)

Neuroimaging:	workshop and experiential activities	To be scheduled
Child Cognitive Assessment	workshops and experiential activities	To be scheduled
Introductory Child Placement	0800-1800 daily 0800-1800 M-F	2 days, to be sched. 6-17 July

Note: The above activities are not independent units, but comprise components of other program units (PSYC8591, PSYC8592, and PSYC9913)

**Second Semester:**

PSYC8592 Neuropsychological Assessment 9:00-11:00 Wed

All year: While not required, students are encouraged to attend Neuropsychology Case Conference, Mondays 5:00-7:00, as well as School research colloquia (most Tuesdays, 11:00-12:00, see website for complete schedule) and the postgraduate student research presentations.

**General Course Readings:**

*The following reading may or may not be utilized in specific units, but provide invaluable resources for students enrolled in the Clinical Neuropsychology programs:*

- Attix, DK, & Welsh-Bohmer, KA. (2006). *Geriatric Neuropsychology*. New York: Guilford Press.
- Baron, IS (2004). *Neuropsychological Evaluation of the Child*. New York: Oxford University Press.
- Boller, F. & Grafman, J. (2000). *Handbook of Neuropsychology* (2<sup>nd</sup> ed.). New York: Elsevier.
- Bush, SS (2007). *Ethical Decision-Making in Clinical Neuropsychology*. New York: Oxford University Press.
- Feinberg, TE & Farah, MJ. (2003). *Behavioural Neurology and Neuropsychology* (2<sup>nd</sup> ed.). New York: McGraw-Hill.
- Heilman, KH, & Valenstein, E. (2003). *Clinical Neuropsychology* (4<sup>th</sup> ed.). New York: Oxford University Press.
- Kolb, B. & Whishaw, I. (2008). *Fundamentals of Human Neuropsychology* (6<sup>th</sup> ed.). D: Worth Publishers.
- Lezak, M., Howieson, D., & Loring, D. (2004). *Neuropsychological Assessment* (4th ed.) New York: Oxford University Press.
- Mendez, MF, & Cummings, JL. (2003). *Dementia: A Clinical Approach* (3<sup>rd</sup> Ed.). Philadelphia: Butterworth-Heinemann.
- Mitrushina, M., Boone, K., Razani, J., and D'Elia, L. (2005). *Handbook of Normative Data for Neuropsychological Assessment* (2nd ed.). New York: Oxford University Press.
- Morgan, JE, & Ricker, JH. (2008). *Textbook of Clinical Neuropsychology*. New York: Taylor & Francis.
- Ropper, A. & Samuels, M. (2009). *Adams and Victor's Principles of Neurology* (6<sup>th</sup> ed.). New York: McGraw-Hill.
- Snyder, PJ, Nussbaum, PB, & Robins, DL. (2005). *Clinical Neuropsychology: A Pocket Handbook for Assessment* (2<sup>nd</sup> ed.). Washington, DC: American Psychological Association.
- Strauss, E., Sherman, E., & Spreen, O. (2006). *A compendium of neuropsychological tests: Administration, norms, and commentary*. (3<sup>rd</sup> ed.) Oxford University Press, New York.
- Uzzell, BP; Ponton, M; & Ardila, A. (2007). *International Handbook of Cross-Cultural Neuropsychology*. New Jersey: Lawrence Erlbaum Associates.

## **UNIT DESCRIPTIONS**

Unit descriptions for clinical psychology units will not be reproduced here, and students are referred to the Clinical Psychology Programs handbook for the following units:

PSYC8566 Psychopathology and Clinical Problems

PSYC8552 Assessment

PSYC8568 Adult and Child Psychotherapy 1

PSYC8575 Internal Practicum Part 1

PSYC8510 Evaluation and Research Methodology:

*note that this unit involves different content and timing for MPsych/PhD students (who take the unit in Semester 1) and DPsych students (who take it in Semester 2).*

PSYC8569 Adult and Child Psychotherapy 2

PSYC8564 Internal Practicum Part 2

PSYC8565 External Practicum 565

PSYC8567 Clinical Health Psychology

PSYC8661 Special Topics 661

The unit outlines for ANHB2217 and NEUR3326 are available online at: <http://www.anhb.uwa.edu.au/>

**Unit Code:** PSYC8592  
**Unit Name:** Neuropsychological Assessment

**Unit Coordinator:** Dr Michael Weinborn (mweinbo@psy.uwa.edu.au)

**Other Instructors:** Carmela Connor  
 Susan Strudwick  
 Michele Hulst

**Meeting Times:** *Semester 1:*  
 Paediatric assessment workshops      Venue and timing TBA  
*Semester 2:*  
 9 seminars (two hours)                      9:00-11:00 Wednesday, Venue TBA  
 4 workshops (four hours)                      Meeting times and Venue TBA

### Description and Learning Outcomes:

This unit introduces students to Adult and Paediatric Neuropsychological Assessment, with a focus on theoretical and psychometric considerations, as well as practical experiential activities. Students will learn the ethical and appropriate use of a variety of neuropsychological evaluation procedures and measures, including psychometric properties, administration, interpretation and integration, and communication of evaluation results. Students will undertake supervised administration and critically evaluate a selection of these tests. Interviewing and history-taking skills are reviewed and the guidelines for report writing within various settings, such as within an acute rehabilitation setting and in a medico-legal context, are discussed.

The unit includes a mix of learning modalities, including lectures, workshops, short student presentations, and group work typically centred on case examples. Attendance of each component of the unit is essential.

### Assessment:

10%	brief presentations and participation ( <i>ongoing</i> )
20%	Videotape of test administration, with self-review ( <i>due October 21 at 9:00 am at the Clinical Unit office</i> ).
45%	Viva with written case report ( <i>to be scheduled</i> )
25%	Paediatric Case Report ( <i>to be scheduled</i> )

### Required Text:

Strauss, E., Sherman, E., & Spreen, O. (2006). A compendium of neuropsychological tests: Administration, norms, and commentary. (3<sup>rd</sup> ed.) Oxford University Press, New York.

### Recommended Supplementary Texts:

Mitrushina, M., Boone, K., Razani, J., and D'Elia, L. (2005). Handbook of Normative Data for Neuropsychological Assessment (2nd ed.). New York: Oxford University Press.  
 Lezak, M., Howieson, D., & Loring, D. (2004). Neuropsychological Assessment (4th ed.) New York: Oxford University Press.  
 Bush, SS (2007). Ethical Decision-Making in Clinical Neuropsychology. New York: Oxford University Press.

Additional readings will be assigned or recommended as required for each lecture.

**Content Overview:**

<b>Seminar</b>	<b>Content</b>
1	Introduction, overview, & historical context The interview and mental status evaluation Initial discussion of assessment procedures and interpretation approaches
2	Psychometric issues Reliability, validity, classification accuracy, test-retest and RCI Test selection and preparation of the patient Estimating Premorbid Functioning Examples of tests covered: WTAR, NART
3	Assessment of Memory Examples of tests covered: WMS, RAVLT, CVLT, RCFT, MIST, CAMPROMPT
4	Assessment of attention and executive function Tests covered: WAIS subtests, WCST, Trails, Stroop, IGT, DKEFS
5	Assessment of Language and Visual Spatial skills Assessment of sensory motor function Tests: Boston Naming Test, COWA and Animal Naming tests, Benton JOLO, VFD, grooved pegboard
6	Symptom validity tests Tests of depression, anxiety, personality Test coverage: TOMM, WMT/MSVT, RD, DASS, BDI, MMPI, PAI
7	Assessment of dementia and screening approaches Test Coverage: Mattis DRS-2, RBANS, Delirium Rating Scale, Folstien MMSE
8	Integration, interpretation, clinical decision-making, report-writing, feedback to referral sources, patient
9	Ethical issues, cultural issues, & special populations Cases and group work, wrap up
<b>Workshop</b>	<b>Content</b>
1	Introduction to paediatric neuropsychology report writing and ethical issues
2	Assessment of intellectual and executive function in children
3	Paediatric speech and language disorders
4	Assessment of memory and learning in children intervention and feedback paediatric wrap-up

<b>Unit Code</b>	<b>PSYC8595</b>
<b>Unit Title</b>	<b>Plasticity and Rehabilitation (Semester 1)</b>
<b>Unit Coordinator</b>	Geoff Hammond (geoff@psy.uwa.edu.au)
<b>Contact hours</b>	33 hours

### Unit content

This unit considers conventional approaches to neuropsychological rehabilitation and also places neuropsychological rehabilitation in the context of recent developments in neuroscience. The growth in knowledge of how the nervous system changes with development and in response to experience and injury and the implications of this knowledge for rehabilitation will be emphasised.

### Objectives

At the end of this unit students will be able to:

1. review theories of recovery;
2. discuss models of rehabilitation;
3. integrate treatment regimes for clients following brain damage across a variety of theoretical perspectives;
4. understand the rationale for conventional rehabilitation regimes;
5. integrate modern ideas of neuroplasticity into rehabilitation regimes.

### Lectures and Seminars (Psychology G 26; Wednesdays 9-11 am)

Week 2	(4 March)	Lecture: Neural plasticity in the adult brain (GH)
Week 3	(11 March)	Lecture: Functional consequences of unilateral neglect and anosognosia (AL)
Week 4	(18 March)	Lecture: Rehabilitation of neglect (AL)
Week 5	(25 March)	Lecture: Plasticity & rehabilitation (GH)
Week 6	(1 April)	Seminars: Neural plasticity papers (GH)
Week 7	(8 April)	Seminars: Plasticity & rehabilitation papers (GH)
Week 8	(22 April)	Seminars: Unilateral neglect and anosognosia papers (AL)
Week 9	(29 April)	Seminars: Rehabilitation of neglect papers (AL)
Week 10	(6 May)	Application of neuroscience in the Move Again Program (Professor Sarah Dunlop)
Week 11	(13 May)	Parkinson's Disease: Exercise-based rehabilitation program
Week 12	(20 May)	Seminar presentations: Literature reviews (GH)
Week 13	(27 May)	Seminar presentations: Literature reviews (AL)

### Workshops

Three three-hour workshops will be given on Friday from 9-12 noon on weeks to be arranged.

Cognitive rehabilitation 1 (Mike Weinborn)

Cognitive rehabilitation 2 (Mike Weinborn)

Rehabilitation of patients with head injury (Steve Jongenelis, State Head Injury Unit)

### Assessment

Literature Review (100%)

Due 9:00am Monday 29 May 2009 in the Clinical Unit Office

The assignment is a 4000-word literature review and is the sole assessment in this unit. You are free to select the topic of your review but your review must:

1. review clinical findings in an area of neuropsychological rehabilitation, and
2. relate them to contemporary ideas of plasticity in the nervous system.

This requirement reflects the philosophy of the unit, that the best clinical rehabilitation practice will be based on a scientific knowledge of neural function.

**Deadlines**

1. Topic approval from unit coordinator                      Friday 27 March 2009
2. Submission of literature review                                      9:00am, Friday 29 May 2009

There is no set text for the unit. Reading lists will be provided on particular topics.

**Unit Code**                    **PSYC8541**  
**Unit Name**                    **Theories and Disorders**

**Co-ordinator**                Dr. Allison Fox (afox@psy.uwa.edu.au)

**Time and Place**            *Semester 1*  
 2:00 - 4:45 Fridays, Room 2.04 Main Psychology Building

### Unit content

This unit provides students with an overview of important issues in the neuropsychology of attention, executive functions, language, memory, motor control, perception, and cognitive development. The unit covers contemporary empirical findings and theoretical frameworks that have been advanced to account for a range of discrete neuropsychological disorders, and provides students with a conceptual framework within which to consider the presentation of such neuropsychological impairments.

### Learning outcomes

Following successful completion of this unit, students will be able to:

- describe the experimental techniques for studying the psychological processes under consideration;
- summarise the contemporary research findings relevant to these processes;
- describe contemporary theoretical accounts of these findings;
- apply the findings and theoretical accounts to understanding clinical neuropsychological impairments.

### Assessment mechanism summary

Item	Weight	Due date
1. Class participation	0%	In-class
2. Essay 1	40%	10 am Monday 30 March
3. Essay 2	60%	10 am Monday 25 May

Requests for extensions of the submission deadlines for written work must be made to the program coordinator (Dr Michael Weinborn). Extensions will normally be granted only in instances where an unforeseeable and unavoidable event, such as illness, prevents the work from being submitted by the due date. Extensions to the deadline will not be granted for holidays, professional and sporting commitments, or clashing assignment deadlines.

Late assignments will be penalised by 5% of the available marks for each day after the published submission deadline. You should note that work submitted on the due day but after the submission time specified will be recorded as one day late.

### Weekly Topic Outline

Date	Week	Staff	Topic
27/2/09	1	AF	Overview and allocation to seminar presentations
6/3/09	2	AF	Attention and disorders
13/3/09	3	AF	Executive functions and disorders
20/3/09	4	GH	Control of voluntary movement and its disorders
27/3/09	5	AF	Review of attention and EFs/discussion of essay progress
3/4/09	6	AF	Theories and techniques: Memory
10/4/09	7	AF	Disorders of memory
17/4/09			Non-teaching study break
24/4/09	8	AF	Theories and techniques: Language
1/5/09	9	AF	Disorders of language
8/5/09	10	DB	Perception and disorders
15/5/09	11	MA	Executive functioning and neurocognitive developmental disorders
22/5/09	12	TBA	Cognitive development and aging
29/5/09	13	AF	Unit review and feedback

AF: Dr Allison Fox  
 DB: Professor David Badcock  
 GH: Professor Geoff Hammond  
 MA: Professor Mike Anderson

<b>Unit Code</b>	<b>PSYC8553 Exceptional Development (6 points)</b>
<b>Unit Name</b>	<b>Exceptional Development</b>
<b>Co-ordinator</b>	Assoc Prof Janet Fletcher
<b>Other staff</b>	Dr Steve Heath
<b>Time and Place</b>	<i>Second Semester</i> Tuesdays 2.00 – 5.00pm, CSC Room 22 <b>OR</b> Fridays 9.00 -12.00, CSC Room 10 *

\* See weekly timetable provided at first (Tuesday) 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:

1. direct input from lecturers
2. preparation and presentation of a Professional Development session
3. participation in class discussion based on readings, case studies and videotapes of people with a range of exceptionalities and their families
4. participation in workshops.

### Assessment

Students will demonstrate their knowledge and competencies through:

1. participation in discussion of all seminar topics based on prior designated reading. This constitutes 10% of unit marks
2. a presentation supported by PowerPoint slides of a topic relevant for a school staff Professional Development session. Details of this assignment will be given in class. This presentation counts for 50% of unit marks
3. submission of an applied assignment, details of which will be given in class. This assignment should be submitted to the Clinical Unit Office by 10.00am on Mon 5<sup>th</sup> October. It will account for 40% of unit marks.

### Background Reading

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

Forman, P. (2008). *Integration and inclusion in action*. (2<sup>nd</sup> Ed.) Melbourne, Vic.: Thompson

**Unit Code:** PSYC9913, 9903, 9914, and 9904  
**Unit Name** Placement Sequence 1, semesters 1 (9913) and 2 (9903): 6 points in total  
 Placement Sequence 2, semesters 1 (9914) and 2 (9904): 6 points in total

**Placement Coordinator:** Dr Michael Weinborn (mwienbo@psy.uwa.edu.au)

### Course content

These units provide practical experience in assessment and intervention involving of a range of clinical cases. The exact experiences will vary based on a number of factors, including whether the student is in the DPsych or the MPsych/PhD program. Students in the MPsych/PhD program must complete experiences that meet criteria for the College of Clinical Neuropsychology only. Students in the DPsych program must meet criteria for both Clinical Psychology-relevant experiences AND Clinical Neuropsychology-relevant experiences as specified by each APS College. It should be noted that there is some significant overlap in the types of activities described as “clinical psychology-relevant” and “clinical neuropsychology-relevant” and, therefore, DPsych students will consult regularly with the placement coordinator to ensure that they obtain the required types of experience. Details specific to each program will be reviewed below.

### The DPsych:

Students enrolled in the DPsych must undertake a minimum of 1500 hours of placement experiences that satisfy each relevant APS College, with approximately half of the total placement hours involving skills directly relevant to each College. The Field Placement Coordinator for the Clinical Psychology programs (Mr Neil McLean) manages the practicum experiences that are focused on primarily clinical psychology-relevant activities (i.e., psychotherapy, assessment of psychological function). The Field Placement Coordinator for the Clinical Neuropsychology programs (Dr Michael Weinborn) manages the practicum placements that are focused on primarily clinical neuropsychology-relevant activities (i.e., neuropsychological assessment and intervention), as well as some “mixed” and “integrative” placements where students engage in both types of activities. Information specific to the requirements and objectives of clinical psychology-focused placements are outlined in the Clinical Psychology Programs Handbook, and this handbook will primarily outline the objectives and requirements of clinical neuropsychology-specific placements.

To satisfy APS College of Clinical Neuropsychologists guidelines, students are required to be exposed to a range of clinical cases drawn from five specified clinical populations: acute neurology/neurosurgery, rehabilitation, psychiatric, geriatric, and paediatric. Practical experience should result in a logbook of 50 cases, confirmed by the supervisor, and a casebook of at least 10 detailed cases that demonstrate a practical and theoretical understanding of a wide range of neuropsychological syndromes (see Appendix 11 for details). Students are required to submit their logbook and summary of placement hours, confirmed by the supervisor, at the completion of each placement unit.

To complete the requirements of both colleges, approximately 6 total placements and some additional briefer internal experiences are required: This may TYPICALLY look like:

- Placement 1: Year 1 and sem 1 of year 2 - Internal clinical (RWC)
- Internal pediatric experiences – Year 1, parts of semester 1 and semester break
- Placement 2: Year 1 sem 2 - External clinical
- Placement 3: Year 2 sem 1 - External clinical
- Placement 4: Year 2 sem 2 - External npsych
- Placement 5: Year 3 sem 1 - External npsych
- Placement 6: Year 3 Sem 2 - External npsych/integrated
- Extra internal neuropsych cases in sem 2 year 2 through sem 2 of year 3 (likely about 8-10 total evaluations)

While there may be some differences in the content or sequence of placements, all DPsych students will complete a minimum of six placements, of which at least four will be external.

All DPsych students will have completed year 1 of the internal Robin Winkler Clinic clinical psychology practicum through their enrolment in PSYC8575 and 8564. All DPsych students will continue involvement in all aspects of this practicum as a part of their enrolment in PSYC9913/PSYC9903 until completing the supervision rotation in which they attain a minimum of 50 client contact hours and satisfy the other commitments associated with that rotation.

The first external placement in Year 1 (typically a clinical psychology focused experience) occurs through enrolment in PSYC8565. All other placements and practicum experiences occur based on enrolment in PSYC9913, 9903, 9914, and 9904.

### **The MPsych/PhD**

Students enrolled in the MPsych/PhD must complete a minimum of 1000 placement hours that satisfy the requirements of the College of Clinical Neuropsychologists. Students are required to be exposed to a range of clinical cases drawn from acute neurology/neurosurgery, rehabilitation, psychiatric, geriatric, and paediatric populations. Practical experience should result in a logbook of 50 cases, confirmed by the supervisor, and a casebook of at least 10 detailed cases that demonstrate a practical and theoretical understanding of a wide range of neuropsychological syndromes (see Appendix 11 for details). Students are required to submit their logbook and summary of placement hours, confirmed by the supervisor, at the completion of each placement unit.

To complete the requirements of both colleges, approximately 3 total external clinical neuropsychological placements and some additional briefer internal and/or experiences are required:

This may TYPICALLY look like:

- Internal pediatric experiences – Year 1, parts of semester 1 and semester break
- Internal Pediatric and/or Geriatric experiences      Year 2 sem 1 and 2
- External Placement 1:      Year 2 sem 2
- External Placement 2:      Year 3 sem 1
- External Placement 3:      Year 3 sem 2
- Extra internal neuropsych cases as needed

### ***General Placement Issues and Procedures for all Students:***

All neuropsychology placements are coordinated by the neuropsychology field placement coordinator. The coordinator will consult with each student to determine training needs and preferences, and will then set up initial contact with the placement site and determine placement availability. The student may then contact the potential field supervisor. Students MAY NOT initiate contact with the potential field supervisor prior to this arrangement. Placement supervisors may choose to interview potential students prior to agreeing to placing the student. If both student and supervisor agree to the placement, the Supervision Contract must be completed (see below for timeline). If the student and supervisor are unable to negotiate a placement or placement timing, the student should contact the coordinator as soon as possible in order to find another placement. Please note that while every effort will be made to accommodate the preferences of each student, this is not always possible.

Out-of-state placements may be arranged for interested students. Please contact the coordinator if interested.

During external placements, students are usually required to commit to a minimum of two days per week during the academic year, and potentially 3 or more days per week during periods outside of the semester. The typical length of an external clinical neuropsychology focused placement is 37 days. However, placement length and timing may be negotiable and varies depending on requirements of the individual student and placement site.

All students completing a neuropsychology-focused placement are required to attend the weekly Neuropsychology Case Conference (scheduled for Mondays 5:00 - 7:00 for semesters 1 and 2 in 2009) during the placement and to present two cases seen during that placement.

#### **Procedures and time line:**

1. Following agreement of the placement, the student and supervisor should complete the Supervision Contract (Appendix 8). A copy should be retained by the supervisor and student. The student should provide a copy of the contract to the placement coordinator within one week of beginning the placement. Students should discuss the requirement for case presentations at this time.
2. At mid-placement, the coordinator will contact field supervisors to monitor progress. If a meeting is felt necessary by the coordinator, field supervisor, or student, one will be scheduled at this time. However, students should feel free to raise concerns at any point during the placement.
3. Upon completion of the placement, students should complete a Student Placement Report (Appendix 9) and submit this to the coordinator within one week. Field supervisors will be asked to complete the Supervisor's Placement Report (Appendix 10) within one week following completion of the placement.
4. Students should submit copies of the log book detailing cases and fieldwork, and signed by their supervisor, as described in Appendix 11 within one week of completion.
5. The coordinator will review the placement reports. It is a requirement that all students must successfully complete all placements, and the field supervisor's report is a primary component in evaluation of outcomes. However, the unit coordinator makes all final determinations regarding successful completion of external placements.

#### **Objectives**

At the end of this subject students will be able to

1. demonstrate their ability to work with a team of professionals involved in the management of patients with brain injury;
2. select appropriate assessment techniques for a variety of neuropsychological disorders;
3. conduct neuropsychological assessments in various clinical groups;
4. communicate the results of these assessments to allied health workers, patients and their carers in an appropriate manner.

#### **References**

*The Australian Psychological Society Code of Ethics*  
<http://www.psychsociety.com.au/about/finalcode.pdf>

The Australian Psychological Society College of Clinical Neuropsychologists. (1998). Course approval guidelines for membership of the APS College of Clinical Neuropsychologists. The Australian Psychological Society Ltd.

**Unit Code:** PSYC9911, 9901  
**Unit Name** Research Thesis 1, semesters 1 (9913) and 2 (9903): 12 points

**Coordinator:** Allison Fox (afox@psy.uwa.edu.au)

**Outcomes:**

Students produce, under supervision, an independent research project in an area relevant to their specialist master's degree stream. By preparing, designing, analysing and reporting this research, the students develop skills critical to future employment as scientist-practitioners. In particular, they achieve the competency to review the literature relevant to a problem in their field, design and conduct an appropriate study and report it to high professional standards. They also advance their general abilities to interpret and evaluate the research of others. They become familiar with the ethical considerations bearing on research in their field and in preparing applications to human ethics committees.

**Content:**

This unit is taken over two semesters and both parts 1 and 2 must be completed to fulfil the requirements of the unit.

Students work independently on the unit, which has no lecture or tutorial components. Drawing on their own intellectual resources and research training, and making constructive use of the feedback provided by their research supervisor, students must make progress towards an empirical research thesis in an area deemed relevant to their specialist degree stream.

**Assessment:**

Students are assessed on satisfactory progress towards completion of their thesis (100 per cent), as negotiated with the supervisor.

**NOTE:** The student and supervisor must complete the "Research Thesis and Progress Report" (Appendix 12) and submit the form to the Postgraduate Administrator (Ms Pamela Slobe) by 31 July, 2009.

**All questions specific to this unit should be directed to the unit coordinator (Dr Allison Fox).**

Supplementary assessment is not available in this unit.

**Unit Code:** PSYC9912, and 9902

**Unit Name** Research Thesis 2, semesters 1 (9912) and 2 (9902): 24 points in total

**Coordinator:** Dr Allison Fox (afox@psy.uwa.edu.au)

### **Content**

This unit is taken over two semesters and both parts 1 and 2 must be completed to fulfil the requirements of the unit.

Students work independently on the unit, which has no lecture or tutorial components. Drawing on their own intellectual resources and research training, and making constructive use of the feedback provided by their research supervisor, students must complete an empirical research thesis in the form of a journal article, in an area of direct relevance to their area of specialisation.

Supplementary assessment is not available in this unit.

**All questions specific to this unit should be directed to the unit coordinator (Dr Allison Fox).**

**Unit Code** PSYC8665  
**Unit Name** Topics in Neuropsychology

**Co-ordinator** Dr. Allison Fox ([afox@psy.uwa.edu.au](mailto:afox@psy.uwa.edu.au))

**Time and Place** Enrolment is in Semester 2, but depending on the option chosen, unit activities may occur in either Semester 1 or 2

Note: This unit allows students to choose an area of further focus in their neuropsychological training. The options available are:

### 1. Cognitive Neuropsychology (PSYC3317)

Semester 1, see <http://www.psychology.uwa.edu.au/> for details

**Outcomes:** Students are able to describe the neural bases of selected psychological processes; understand and use research tools for studying brain function; critically evaluate new findings linking brain function and psychological processes; understand the effect of aging and brain damage on psychological processes and how to measure that effect; take elementary electrophysiological recordings using contemporary research methods in human subjects; and analyze and interpret electrophysiological data.

**Content:** This unit examines the biological basis of cognition and action, including attention, executive functions, and the formulation of goal-directed action. The lectures cover functional localization and specialization in the human brain, how the brain changes with experience, and how cognitive functions are affected by ageing and by brain damage and disease. In the associated practical classes, students learn some basic electrophysiological skills including electromyography and electroencephalography.

**Assessment:** Students demonstrate achievement of the outcomes through completing written work during semester, participating in laboratory-tutorial activities, and an end-of-semester examination. Allocation of marks is as follows: laboratory report (25 per cent), laboratory book (25 per cent) and a final examination (50 per cent).

### 2. Advanced Neuroscience (NEUR3326)

Semester 2, see <http://www.anhb.uwa.edu.au/> for details

**Outcomes:** Students gain an appreciation of the following areas of neuroscience: (1) electrophysiology of neurones and glia with particular reference to the biophysical and molecular bases of membrane function, ion transport, channels and receptors; (2) synaptic anatomy and physiology, with reference to electrical, chemical and anatomical substrates of functional plasticity, learning and memory; (3) sensory and motor mechanisms, encompassing the membrane biophysics of different types of receptor cells and the mechanisms of sensory encoding and signal processing, both peripherally and centrally as well as selected aspects of higher cortical functions; (4) analysis of motor systems from neuromuscular junction to basal ganglia and cerebellum; (5) growth and development of the mammalian nervous system, with particular attention to the mechanisms specifying cell lineage, cell number, differentiation, axon growth and the formation of appropriate synaptic connections; and (6) ageing, degeneration and regeneration in the CNS—Will functional repair be possible in the twenty-first century and what might be achieved with transplantation, genetic manipulation and the use of neural prostheses?

**Content:** This interdisciplinary unit considers many of the important and emerging ideas of modern cellular and systems neuroscience. The unit comprises advanced lectures taught jointly by Physiology (School of Biomedical, Biomolecular and Chemical Sciences) and the School of Anatomy and Human Biology. The unit cannot be used to contribute to a science major.

**Assessment:** This consists of an essay (35 per cent) and a written theory examination (65 per cent).

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

<b>Subject</b>	<b>Staff Member</b>	<b>E-mail Address</b>
<b>Abnormal psychology</b>		
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<b>Categorisation and Concept Formation</b>		
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<b>Categorising People</b>		
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Assoc Prof Murray Maybery	6488 3255	murray@psy.uwa.edu.au

<b>Child language and communication</b>		
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<b>Computational Models of Memory</b>		
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**Mood and cognition**

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**Neuropsychological Rehabilitation**

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<b>Prospective Memory</b>		
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**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](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](mailto: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](mailto: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 the Main Psychology Building. 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](mailto:support@psy.uwa.edu.au)).

## APPENDIX 5: PRINCIPLES GOVERNING PREPARATION, PRESENTATION AND APPROVAL OF DPSYCH 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 \$500 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 \$500, 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.

**RELEVANCE OF TOPIC:** The student should very briefly describe how the topic of their proposed project is relevant to both clinical psychology and clinical neuropsychology.

**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](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](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](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](http://www.research.uwa.edu.au/ethicsacu/welcome/Ethics/human_ethics/forms_guidelines_policies) and prepare Information Sheet and Consent Form.

**APPENDIX 7:  
COMMON EXTERNAL PLACEMENT SITES:**

LOCATION:	COMMENTS:
The Neurosciences Unit	Adult and pediatric rotations, or mixed, some geriatric and psychiatry
Shenton Park	Adult rehabilitation, outpatient, inpatient acute neurology
Next Step	Drug and Alcohol, Psychiatry, residential and outpatient; potential for mixed/integrative placement
State Head Injury Unit	Adult, rehabilitation, potential for mixed/integrative placement
Princess Margaret Hospital	Pediatric
Osborne Lodge	Geriatric
Melville Professional Centre	Geriatric, possibility for mixed/integrative placement

**APPENDIX 8:  
SUPERVISION CONTRACT:**

THE UNIVERSITY OF WESTERN AUSTRALIA  
School of Psychology

**SUPERVISION CONTRACT**

\_\_\_\_\_ **Doctor of Psychology (Clinical and Clinical Neuropsychology)**

\_\_\_\_\_ **MPsych/PhD (Clinical Neuropsychology)**

**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 within one week of commencing 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:

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(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?):

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

(a) In general work:

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(b) In supervision sessions:

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

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**ADVANTAGES OF PLACEMENT:**

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**DISADVANTAGES OF PLACEMENT:**

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

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**Trainee**

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**Supervisor**

**APPENDIX 10:  
SUPERVISOR'S PLACEMENT REPORT**

THE UNIVERSITY OF WESTERN AUSTRALIA  
School of Psychology

**Master of Psychology (Clinical Neuropsychology)/PhD  
Doctor of Psychology (Clinical Neuropsychology and Clinical Psychology)**

**TRAINEE:** \_\_\_\_\_

**FIELD SUPERVISOR:** \_\_\_\_\_

**AGENCY:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**PHONE:** \_\_\_\_\_

**PLACEMENT DATES:** \_\_\_\_\_

**DATE OF FINAL REPORT:** \_\_\_\_\_

Please Return to:            Placement Co-ordinator  
   Clinical Neuropsychology  
   School of Psychology (M304)  
   University of Western Australia  
   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 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**


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**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**


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**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

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**INTERVIEWING AND COMMUNICATION SKILLS**

	<b>Well Below</b>	<b>Below</b>	<b>Met</b>	<b>Above</b>	<b>Well Above</b>	<b>N/A</b>
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	
_____						
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Comments

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**INTERVENTION SKILLS**

		<b>Well Below</b>	<b>Below</b>	<b>Met</b>	<b>Above</b>	<b>Well Above</b>	<b>N/A</b>
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**

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**ASSESSMENT OF SPECIALIZED PLACEMENT GOALS**

(As specified in the Placement Contract)

		<b>Well Below</b>	<b>Below</b>	<b>Met</b>	<b>Above</b>	<b>Well Above</b>
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

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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.

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Signed: \_\_\_\_\_ (Supervisor)

Date: \_\_\_\_\_

## APPENDIX 11 LOGBOOKS AND CASEBOOKS

Students completing clinical neuropsychology relevant experiences must record their activities and all cases seen in a **logbook**. In addition, a more detailed description of 10 cases must be completed in the **casebook**.

NOTE: Students are advised to obtain photocopies of DE-IDENTIFIED test forms/protocols from their cases while still on placement, as they are required for the casebook and may be difficult to obtain later.

### The Logbook

Students are required to complete a record of a minimum of 50 neuropsychology-relevant cases they have seen and have written at least a brief report or intervention plan. Log entries are meant to be relatively brief (e.g., about 1 page), and include:

- location the patient was seen
- date(s) the patient was seen
- referral question
- brief synopsis of the report or neuropsychological intervention program (e.g., the “summary” section of the report)
- The diagnostic category/clinical population (Pediatric, Geriatric, Psychiatric, Rehabilitation, or Acute Neurology/Neurosurgery)
  - o Note: use ONLY the above five categories. Some patients may fit in more than one category, if this is the case, list all that are relevant
  - o The category should be approved by the supervisor, and the supervisor should sign all logbook cases.

### The Casebook

Students are required to complete a more detailed casebook containing a subset of at least 10 of the cases reported in the logbook. The casebook is meant to demonstrate that the student has developed an understanding of a wide variety of neuropsychological syndromes and populations, and should include at least one case each of the five populations listed above. The student should demonstrate understanding of both theoretical and practical issues related to providing ethical and competent services to a diverse range of individuals. The casebook entries should include:

- referral question
- detailed developmental, medical, and psychosocial history
- other relevant background information
- a discussion of
  - o the hypotheses that were tested through the assessment procedures
  - o the rationale for the choice of assessment instruments and techniques
  - o results of the tests and techniques used
  - o theoretical models and/or research literature that contributed to the case formulation (with references)
- an integrative summary
- recommendations and treatment options
- while the clinical report written for the placement agency would provide a solid foundation upon which to build the casebook entry, it would typically be insufficient for this purpose. That is, the casebook entry is expected to include a greater level of detail and discussion of the case formulation process than would be seen in most clinical reports.
- An addendum of the de-identified test protocols.

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

1	2	3	4	5	6	7
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3. Independently develop a novel piece of research methodology (e.g., questionnaire, treatment program, experimental paradigm).

1	2	3	4	5	6	7
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4. Acquire skills in the use of existing research methodologies.

1	2	3	4	5	6	7
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5. Develop skills in applying existing approaches to conceptually novel domains (e.g., novel client groups).

1	2	3	4	5	6	7
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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.

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

10. Other (Please specify) .....  
.....  
.....

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

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



3. Develop a timeline for the year ahead to enable you to complete your research thesis by the due date (attach a separate sheet if necessary):

Milestones To Be Completed	Anticipated Date of Completion

4. Nominate three potential thesis examiners, providing reasons for their nomination:

Name:

Position:

Institution:

Contact Details:

Reason for Nomination:

Name:

Position:

Institution:

Contact Details:

Reason for Nomination:

Name:

Position:

Institution:

Contact Details:

Reason for Nomination:

**SECTION B:**  
to be completed by the supervisor.

EVALUATION OF PROGRESS

I have supervised ..... (insert student name)  
and am of the opinion that satisfactory progress HAS / HAS NOT (delete one) been made toward  
completion of the research thesis this year.

Candidate: \_\_\_\_\_

Date:

Supervisor: \_\_\_\_\_

Date:

Copies to: *(responsibility of Postgraduate Administrator)*

All signatories

Student File

**Information in this publication is correct as at 23<sup>rd</sup> 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.**