

FLINDERS UNIVERSITY
FACULTY OF SOCIAL AND BEHAVIOURAL SCIENCES
SCHOOL OF PSYCHOLOGY

DOCTOR OF PHILOSOPHY (CLINICAL PSYCHOLOGY)

COURSE HANDBOOK 2015

(And Provisional Guidelines for Students Intending to Enrol in 2016)

Closing Date for 2015 commencement: 31st October 2014

COURSE DIRECTOR FOR 2014:

ASSOC. PROF. REG NIXON
(Telephone: 8201 2748)

ADMINISTRATIVE OFFICER:

MS SUE DOLMAN
(Telephone: 8201 2342)

Web Address: <http://flinders.edu.au/sabs/psychology/>

This is not an official University publication and while every effort is made to ensure the accuracy of the information it contains, the University Course Information should be consulted for definitive information on courses, statutes, regulations, policies and procedures. In addition to a hard copy of the Course Handbook, updated versions of the Course Handbook are available on the School of Psychology web page. It is the student's responsibility to keep an updated version of the Course Handbook and to note any changes to the rules and structure of the clinical program

TABLE OF CONTENTS

INTRODUCTION TO DOCTOR OF PHILOSOPHY (CLINICAL PSYCHOLOGY) PROGRAM	1
COURSE PHILOSOPHY	4
STAFFING	6
COURSE STRUCTURE	9
PROGRAM OF STUDY	9
Provisional Timetable for 2015 (to be confirmed November 2014)	12
Course Dates	13
TOPIC DESCRIPTIONS	14
PSYC9007 COUNSELLING AND PROFESSIONAL ISSUES	14
PSYC9036: PSYCHOLOGICAL ASSESSMENT	15
PSYC9014: INTRODUCTION TO COGNITIVE BEHAVIOUR THERAPY	17
PSYC9005: FURTHER APPLICATIONS OF COGNITIVE BEHAVIOUR THERAPY	19
PSYC9006: INTRODUCTION TO CLINICAL CHILD PSYCHOLOGY	21
PSYC9008: INTERVENTIONS IN CLINICAL CHILD PSYCHOLOGY	23
PSYC9009: ABNORMAL PSYCHOLOGY AND PSYCHOPHARMACOLOGY	25
PSYC9004: HEALTH PSYCHOLOGY AND BEHAVIOURAL MEDICINE	27
PSYC9999: HIGHER DEGREE THESIS	29
PRACTICUM TOPICS (A, B & C)	32
PSYC9010 PSYC9011 PSYC9012	32
HONORARY APPOINTMENTS IN PSYCHOLOGY	33
GENERAL MATTERS	34
Course Fees	34
Financial Assistance (current as at February 2014)	34

Student Contact Details And Information For Students	34
Insurance	35
Security Cards	35
Mail-boxes	35
Photocopying Facilities	35
Computer Terminals	35
Test Library	35
Library	36
Times, Places And Parking	36
Course Committees	36
Complaints and Grievances	36
General Reporting	37
Assessment	37
REGISTRATION	39
ENQUIRIES	40

INTRODUCTION TO DOCTOR OF PHILOSOPHY (CLINICAL PSYCHOLOGY) PROGRAM

The School of Psychology at Flinders University has a long tradition of offering high-quality professional training in clinical psychology. The introduction of the PhD (Clinical Psychology) from 2002 has provided a new, streamlined approach to combining clinical training with clinical research to PhD standards. It is a four year (full-time equivalent) program.

General information about the PhD (Clin. Psych.) is provided in this handbook. Information specifically about field placements is provided in the Guidelines for Clinical Placements. General information about Higher Degrees is to be found in the University's Student Related Policies and Procedures Manual, which contains information about issues such as student appeals and intellectual property.

The program has a dual purpose. Firstly, it provides students with the opportunity to pursue doctoral level research in a specialised area of clinical psychology. Secondly, it provides coursework and field placements to enable students to become registered to practise as psychologists. Graduates are eligible for full membership of the Australian Psychological Society (APS). The name of the qualification makes it immediately apparent that a graduate has a PhD in the specific field of clinical psychology and the program provides the prerequisites for membership of the Clinical College of the APS and endorsement as a clinical psychologist by the Psychology Board of Australia (PsyBA). After completion such membership requires 1.5 years of additional full-time equivalent experience in a mental health setting with a minimum of 60 hours supervision by a PBA-approved supervisor and also 60 hours of professional development activities. Successful completion of the course also enables a graduate to apply for Registration as a Psychologist in Australia.

The overall aim of the course is to produce scientist-practitioner clinical psychologists educated to the highest possible standards. Students will make a substantial contribution to clinical psychology knowledge through the completion of the thesis and will be well-placed to undertake leading positions in the professional practice of clinical psychology, to work within research settings and/or to enter academia as clinical psychology specialists.

The program is not appropriate for those who already have a Masters qualification in clinical psychology and are considering a PhD. An all-research PhD on a clinical topic is the most appropriate option in this circumstance. Information about PhDs is available from the School of Psychology's Higher Degrees representative.

Application forms can be downloaded from the School's web site (<http://flinders.edu.au/sabs/psychology/studying-psychology/>). The closing date is October 31st in the year prior to commencement. Entry to the course is annual, with selection normally completed by mid-December (subject to examination results where these are not available at the time of application), although offers of places may continue to be made during January and February.

SELECTION CRITERIA

The academic criterion for entry to the PhD (Clinical Psychology) program is satisfactory completion of an APAC-accredited undergraduate four-year sequence in Psychology including an Honours degree in Psychology at the IIA level or above. The course should normally have covered Biological Bases; Cognition and Perception; Learning and Operant Behaviour; Motivation and Emotion; Social Behaviour; Research Methods and Data Analysis; Principles of Measurement and Assessment (including construction of tests and scales); Developmental Processes and Abnormal Behaviour. For successful applicants who have not completed all relevant courses in their undergraduate program, a relevant text will be recommended to be read prior to the beginning of the course. The Honours year must have included an individual research project that carries a final assessment weight reflecting a minimum of one-third of the credit point weight for the year. (*Item 4.1.10 of the APAC Rules for Accreditation and Accreditation Standards for Psychology Course – June 2010*). Relevant experience (e.g., a background of prior professional experience as a psychologist, or in voluntary work or employment in an allied helping profession) is taken into account in considering applications. Applicants for the PhD (Clin Psych) who are graduates with psychology degrees from non-Australian universities must have their qualifications assessed by the Australian Psychological Society for equivalence to an Australian programme of study prior to submitting their application. Information about the process for obtaining this assessment can be found on the APS web site

<http://www.psychology.org.au/membership/qualifications/>. If you did not complete both secondary and tertiary education in Australia or in a country where English is considered the first or native language, you will need to demonstrate English language skills at IELTS (International English Level Testing System) academic level 7 and achieve the required minimum score of 7 in each component of the IELTS academic module. This is a requirement by the Psychology Board of Australia (PsyBA), with further details found at www.psychologyboard.gov.au.

An interview and other procedures such as observational and examination methods may be conducted as part of the selection process. In making plans, you are advised to keep in mind that interviews are generally held late November / early December. The selection and interviewing panel members are drawn from School of Psychology staff, with the addition of a clinical psychologist from the community.

The selection interview is a very important part of the selection process as it enables the selection committee to assess the applicant's interest in and motivation for the course, to question the applicant about his or her academic qualifications and any relevant employment, research experience or clinical background, to enquire about the applicant's research ideas and to judge the applicant's capacity to satisfactorily complete the course. An opportunity is also provided for the applicant to ask any questions about the course philosophy, time commitments, objectives, content and placement and research supervision arrangements so that applicants can make a fully-informed decision should they be offered a place on the course.

Applicants who are offered a place on the PhD (Clin Psych) program must undertake a criminal history check. Confirmation of the offer is dependent on a satisfactory criminal history clearance consistent with PsyBA's requirement that the criminal history check contains no offences that would result in a person being declared unfit to

practice. The PsyBA also requires that students are registered as *provisional psychologists* with the Board on entry into the program. Students will also need to comply with SA Health's Immunisation and Blood-Borne Viruses Policy. This is a SA Health Policy Directive requirement for students prior to undertaking clinical placements. The detailed written procedure required for provisional registration and criminal history checks, and proof of immunisation status will be given to those students who are offered a place on the program. Please note that students are responsible for costs associated with provisional registration, criminal history checks, and immunisations.

Like other PhD students, PhD (Clinical Psychology) students do not pay fees and may be eligible for scholarships, including HECS-exemption scholarships. Information about scholarships is available from the University Scholarships Office.

IMPORTANT DATES

October 31 2014	Applications close / Last day for referee reports submission
Late November 2014	Invitation of formal interview to short-listed applicants
Late November 2014	Formal interviews conducted
Early December 2014	Formal offers to successful candidates

COURSE PHILOSOPHY

The course is based on the Scientist-Practitioner model. It is on this basis, and on the fulfilment of other specific criteria, that clinical courses are approved by the Clinical College of the Australian Psychological Society. Within these prescribed criteria, the Flinders University course has a specific focus in the areas of working with children and conducting cognitive behaviour therapy with adults. Approximately two-thirds of the course units are gained through the thesis and one-third from a combination of coursework and field placements. The balance between the research and other components shifts over the duration of the program toward an increasingly stronger concentration on the research component, with the fourth year consisting entirely of research. Overall, the course is aimed at producing scientist-practitioners to the highest possible standards.

1. Research: As with all PhDs, the thesis is required to make a significant, original and substantial contribution to knowledge. The topic should be of clear clinical relevance, but need not examine a clinical population. It is the expectation of the School that a firm research proposal, including a thorough literature review, detailed methodology and ethics committee clearance, will be completed by the end of semester two. By the end of year two data collection should be well-advanced. Year three entails a focus on data analysis and interpretation. The final year should be spent preparing the final draft for submission at the end of semester eight. The thesis will be examined externally by authorities in the field.
2. Coursework: Students will receive coursework in clinical aspects of adult and child psychology. Most topics will contain a balance of theoretical input and a practical component and skills-based assessment is used where practicable. A pass in any practical component is necessary for a pass in the individual topics.
3. Skills and Knowledge: Students are required to perform competently in the following areas:
 - a knowledge of and ability to implement a broad range of existing assessment and treatment techniques of proven scientific efficacy and clinical usefulness;
 - competence in interpersonal communication and effective interaction with clients, colleagues and other professionals.
4. Self-learning: Students should display initiative with respect to enhancing their learning outcomes and be able to demonstrate a capacity to organise their learning and to develop knowledge in areas which go beyond the mere fulfilment of formal assessment-oriented activities.
5. New Knowledge: Students should display initiative with respect to enhancing their learning outcomes and be able to demonstrate an ability to evaluate critically new trends and directions from a scientific perspective and to possess the skills to develop new interventions and assessment devices.
6. Self-evaluation: Students will be expected to demonstrate an ability to monitor their own effectiveness in the conduct of their professional work.

7. Ethical Standards: Students must demonstrate the highest standards of ethical practice in their professional work. A copy of the "Code of Ethics" (Australian Psychological Society) will be provided to all students upon commencement of the program. It is expected that students will be very familiar with its contents and will behave in ways which are consistent with the Code at all times.

STAFFING

Dr Junwen Chen, Lecturer

B.A. (Human Sciences) Waseda University, Japan
M.A. (Human Sciences) Waseda University, Japan
Ph.D. Waseda University, Japan
Member, Australian Association for Cognitive and Behaviour Therapy
Member, Australian Psychological Society
Member, Association for Behavioral and Cognitive Therapy (the US)
Member, Japanese Association of Behavior Therapy
Member, The Japanese Association for Cognitive Therapy
Member, Japanese Society of Mood Disorder
Member, Japanese Society of Anxiety Disorder
Registered Psychologist (Japan), Qualified Behavior Therapist (Japan)

Dr Chen has worked as a psychologist and clinical psychologist since 1999, primarily in the field of anxiety disorder. Her clinical practice and research focuses on social anxiety disorder and excessive worry in anxiety disorders and mood disorders. She is specifically interested in the factors underlying, and treatment of these disorders. In addition to anxiety disorder, she has also been involved in the research and treatment of older adults with depression. Most of her early clinical work was undertaken in a special clinic in Tokyo, where she conducted group and individual treatment for anxiety and mood disorders. Since 2004, she has worked primarily in an academic capacity but has also run outpatient treatment for patients with social anxiety disorder and panic disorder in a university hospital in Nagoya, Japan. Her current research projects focus on modifying techniques for social anxiety (disorder) and treatments for people with excessive worry.

Dr Kirsten Dunn, Lecturer (Clinic Co-ordinator)

- B. Psych (Honours) University of South Australia
- M. Psych (Clinical), University of Adelaide
- Ph.D, University of Adelaide
- Registration and Clinical Endorsement with Australian Health Practitioner Regulation Agency (AHPRA)
- Full Member of the Australian Psychological Society (APS)
- Member of the APS College of Clinical Psychologists

Kirsten is a graduate of the University of Adelaide and has been involved in research work and teaching at tertiary level since 2004. Her research experience incorporates both psychological and epidemiological work in the broad areas of health behaviour, attitude formation, and mental health.

Kirsten is also a clinical psychologist with experience working with attachment disorders and challenging behaviour in cognitively-impaired children as well as the treatment of problem gambling and co-morbid mood disorders. Her research interests are around attitudes and beliefs that influence health-related decisions in the context of immediate and longer-term

benefits/consequences as well as the impact of health literacy on such choices. She has a particular interest in the factors associated with the development and maintenance of obesity. She is also involved in research examining treatment approaches for disordered gambling through the Flinders Centre for Gambling Research.

Associate Prof. Michael Gradisar, Associate Professor (Placement Co-ordinator)

B.Sc, Flinders University
B.Sc (Hons), Flinders University
M.Psych.(Clin.), Flinders University
PhD, Flinders University
Member, Australian Association for Cognitive and Behaviour Therapy
Member, Australian Psychological Society
Member, College of Clinical Psychologists
Clinical Psychologist

Associate Professor Gradisar has been involved with teaching undergraduate and postgraduate students at Flinders University since 1997. His clinical experience includes working with adult sleep disorders at the Repatriation General Hospital; with child sleep disorders in private practice; with children, adolescents and their families at Child & Adolescent Mental Health Services Marion Team; and young adults experiencing psychosis and mood disorders at Centacare Catholic Services. Michael's research interests include the assessment and treatment of child and adolescent sleep disorders, and the effect of these disorders on cognitive abilities, school performance, and mental health. Michael runs the Child & Adolescent Sleep Clinic at Flinders University which provides evidence-based treatments for children and adolescents experiencing sleep disorders.

Associate Prof. Reg Nixon, Associate Professor (Course Director)

B.A. (Hons), University of Sydney
M.Psychol (Clin), University of Sydney
PhD, University of Sydney
Member, Association for Behavioral and Cognitive Therapies
Member, Australian Association for Cognitive and Behavioural Therapy
Member, Australian Psychological Society
Member, APS College of Clinical Psychologists
Member, Australian Society for Traumatic Stress Studies
Member, International Society for Traumatic Stress Studies
Clinical Psychologist

Associate Professor Nixon has worked as a psychologist since 1998, primarily in the field of posttraumatic stress. His main clinical and research interests are adult and child responses to traumatic stressors. These can include (among others) physical and sexual assault, motor vehicle accidents, losing relatives to homicide and combat/war-related trauma. He is specifically interested in how psychological difficulties such as acute stress disorder (ASD) and posttraumatic stress disorder (PTSD) develop following trauma, and in the treatment of these disorders and their common comorbid conditions.

Professor Tracey Wade, Professor (on secondment, now Dean of School)

B.Sc., University of Adelaide
Honours Psychology, Flinders University of South Australia
M. Clin. Psych, Australian National University
Ph.D., Flinders University of South Australia
Member, Australian Psychological Society
Member, College of Clinical Psychologists
Member, College of Health Psychologists
Member, Australian Association of Cognitive Behaviour Therapy
Member, Australia and New Zealand Academy of Eating Disorders
Member, Eating Disorder Research Society
Fellow, Academy of Eating Disorders
Registered Psychologist with clinical and health psychology endorsement

Professor Wade was registered as a psychologist in South Australia in 1987. Her clinical work has been conducted in the areas of intellectual disability (Adelaide), community psychiatry (Canberra), bulimia nervosa (Cambridge, UK), and inpatient psychiatry and outpatient Eating Disorder, Anxiety Disorder, and Behavioural Medicine Clinics in a general hospital setting (Adelaide). Since 1999 she has been working primarily as an academic, and continues to offer treatment to people with anorexia nervosa and bulimia nervosa as part of her research program in the Flinders University Services for Eating Disorders (FUSED). She is also involved with SA Health in the development of the new Statewide Eating Disorder Services (SEDS) in SA, of which she is the Academic Lead. Her main research interest is eating disorders: aetiology, epidemiology, prevention and treatment. Related to this interest is ongoing work in the area of perfectionism, self-criticism, and self-compassion.

Other Staff

Other staff in the School are available to supervise PhDs on clinically-related topics such as autism, ageing, sleep problems and body image disturbance. Details of staff research interests can be found on the School of Psychology web site. Other School staff, including those with adjunct positions, postgraduates and external experts with special expertise may also occasionally contribute to teaching.

COURSE STRUCTURE

The course is organised on a semester-based teaching and practicum program commencing in late February or early March and ending in early November. Students should note, however, that practica can occur at any time over the year, including the summer. The first year of the full-time course is divided between the Thesis and classroom-based theory and skills training. In Year 2, more specialised clinical classroom topics are combined with the first field placement and further work on the Thesis, with increasing time devoted to the latter in second semester. The third year is composed of two further placements and the Thesis, while the fourth and final year is devoted entirely to completing the Thesis.

Students should be aware that the work and emotional demands of the course can be extremely challenging. Clinical psychology is a profession that has carefully guarded standards of training and practice. The general public, government departments and other institutions expect the profession to monitor its own activities and to produce professionals of the highest calibre in terms of knowledge, practical skills and professional behaviour. Thus, there are high expectations on Universities which offer clinical psychology degrees and high expectations on the students who choose to enrol in such degrees. We have the philosophy at Flinders of attempting to meet that challenge in every possible way. The goal of becoming a clinical psychologist demands a great deal of commitment, energy, knowledge and practical skills. Successful juggling of the requirements of the PhD is extremely demanding. Applicants will need to be able to demonstrate to the Selection Committee that they can devote sufficient time to their studies in order to complete the degree within the standard time limit of four years full-time equivalent.

Part-time students

Part-time applicants may be accepted if suitable arrangements can be made. Part-time is essentially half-time and in particular students *must* be available to attend placements at least two and a half days a week. Thus, the part-time course is no less than half-time. Upon application, applicants will need to demonstrate to the Selection Committee that they can devote sufficient time to their studies in order to complete the degree within the standard time limit of four years full-time equivalent. A person who is employed on a full-time basis would not be able to meet this requirement. Applicants who cannot make this commitment will not be accepted into the program.

PROGRAM OF STUDY

Except with the permission of the Board a full-time student for the degree of Doctor of Philosophy (Clinical Psychology) will pursue the approved program of studies for not less than three and not more than four years, and a part-time student for not less than four years and six months and not more than eight years. To qualify for the Doctor of Philosophy (Clinical Psychology) degree, a student must complete all the following:

- a thesis relevant to clinical psychology, embodying the research work done while enrolled and containing a significant contribution to knowledge or scholarship within the scope of the subject
- 34.5 units of coursework with a grade of P or NGP or better in each topic

- 13.5 units of supervised practica with a grade of P or NGP or better in each topic.

The award of a grade of Fail (F) in the same topic on more than one occasion or in more than one topic may constitute prima facie evidence of unsatisfactory progress for the purpose of the University's Policy on Student Progress. Students normally complete the following program. However, in the event that a topic is not available in any given year alternative arrangements will be made.

Year 1

Semester 1

PSYC 9999	Higher Degree Thesis	6 units
PSYC 9007	Counselling and Professional Issues	4.5 units
PSYC 9036	Psychological Assessment	3 units
PSYC 9006	Introduction to Clinical Child Psychology	4.5 units

Semester 2

PSYC 9999	Higher Degree Thesis	4.5 units
PSYC 9014	Introduction to Cognitive Behaviour Therapy	4.5 units
PSYC 9008	Interventions in Clinical Child Psychology	4.5 units
PSYC 9009	Abnormal Psychology and Psychopharmacology	4.5 units

Year 2

Semester 1

PSYC 9999	Higher Degree Thesis	9 units
PSYC 9005	Further Applications of Cognitive Behaviour Therapy	4.5 units
PSYC 9010	Practicum A	4.5 units

Semester 2

PSYC 9999	Higher Degree Thesis	13.5 units
PSYC 9004	Health Psychology & Behavioural Medicine	4.5 units

Year 3

Semester 1

PSYC 9999	Higher Degree Thesis	13.5 units
PSYC 9011	Practicum B	4.5 units

Semester 2

PSYC 9999	Higher Degree Thesis	13.5 units
PSYC 9012	Practicum C	4.5 units

Year 4

PSYC 9999 Higher Degree Thesis 36 units

The University's Research Higher Degree Policy and Procedures apply to the research component of the Doctor of Philosophy (Clinical Psychology). A student's progress in the program of study leading to the Doctor of Philosophy (Clinical Psychology) is monitored in accordance with clauses 18 and 19 of the University's Research Higher Degree Policies and Procedures. Note: University regulations require the research thesis to be at least two-thirds of the total unit value. In this current scheme, 96 units (66.7%) is allocated to the research thesis.

The program is constructed in the following manner:

Year 1:	Coursework:	25.5 units
	Thesis:	10.5 units
	Year 1 Total:	36 units
Year 2:	Coursework:	9 units
	Practicum:	4.5 units
	Thesis:	22.5 units
	Year 2 Total:	36 units
Year 3:	Practica:	9 units
	Thesis:	27 units
	Year 3 Total:	36 units
Year 4:	Thesis:	36 units
	<hr/>	
	Overall Total:	144 units

Please note that a part-time candidate is expected to keep a minimum of 2.5 days per week clear of other commitments in order to complete placements and other work related to the course. It should also be noted that, whilst Semester breaks are listed below, post-graduate students (full-time or part-time) are expected to restrict holidays to no more than 4 weeks per year and to notify the co-ordinator well in advance of any periods when they will be unavailable.

Provisional Timetable for 2015 (to be confirmed November 2014)**Semester 1, Year 1**

Monday, 9.00 – 12.00	PSYC9006 Intro. to Clinical Child Psychology (Dr Levina Clark)
Monday, 2.00 – 5.00	PSYC9036 Psychological Assessment (TBA)
Tuesday, 9.00 – 12.00	PSYC9007 Counselling and Professional Issues (A/Prof. Michael Gradisar)
Tuesday, 12.30 – 1.30	PSYC9999 Thesis Meeting (Dr Kirsten Dunn)

Semester 2, Year 1

Monday, 9.00 – 12.00	PSYC9008 Interventions in Clinical Child Psychology (Dr Anne Gannoni)
Monday, 2.00 – 5.00	PSYC9014 Intro. to CBT (Dr Kirsten Dunn)
Tuesday, 2.00 – 5.00	PSYC9009 Abnormal Psychology & Psychopharmacology (Dr Junwen Chen)

Semester 1, Year 2

Tuesday, 2.00 – 5.00	PSYC9005 Further Applications of CBT (TBA)
----------------------	---

Semester 2, Year 2

Tuesday, 9.00 – 12.00	PSYC9004 Health Psychology & Behavioural Medicine (Dr Kirsten Dunn)
-----------------------	--

COURSE DATES

The following dates are provided for your convenience:

Classes begin 2nd March, 2015

First Semester

Classes begin	2 March
Mid-Semester break	13 April - 24 April
Classes end	22 June (Friday)
Exam Period	23 June – 4 July
Semester Break	6 July – 24 July

Second Semester

Classes begin	27 July
Mid-Semester break	21 September – 2 October
Classes end	7 November (Friday)
Examination Period	9-21 November

TOPIC DESCRIPTIONS

PSYC9007 COUNSELLING AND PROFESSIONAL ISSUES

(Dr Michael Gradisar)

Units:	4.5
Level:	Masters and PhD
Duration:	One semester
Class Contact:	3 hours per week
Pre-requisite:	Honours degree or equivalent in Psychology

Topic Outline:

This topic intends to teach students the knowledge and skills of basic counselling skills that can form the basis of more advanced techniques (e.g., motivational interviewing). Subsequently, a large portion of the course will be devoted to practising these skills in class. This information is complemented with teaching knowledge of a range of professional issues, including confidentiality, ethics, case management, and counselling in a cultural context (i.e., with refugees/indigenous populations). The primary goals of this topic are to provide students with effective therapeutic skills and foster their self-confidence in applying these skills in the clinical setting. Guest lecturers may contribute to some of the lecture series.

Topic Objectives: (note: these topics may vary year to year)

- Learning basic and advanced interviewing and counselling skills fundamental in most forms of therapy
- Conduct effective initial assessments.
- Conduct assessments of suicide risk and implement acute strategies
- Learn how to motivate clients towards change
- Increase knowledge of ethics in clinical psychology practice
- Learn of cultural issue related to clinical psychology.
- Increase knowledge and skills in preventing therapist burnout.

Recommended texts for the topic:

Text Book

Miller, W. R. & Rollnick, S. (2002). Motivational interviewing: Helping people to change. 2nd3rd Ed. New York: The Guilford Press.

AND/OR

Fuller, C., & Taylor, P. (2008). A toolkit of motivational skills, 2nd edition. West Sussex, England: Wiley & Sons.

Assessment requirements for the topic:

- | | |
|--|-----|
| • Assessment of Motivational Interview | NGP |
| • Online Ethics quiz | NGP |

PSYC9036: PSYCHOLOGICAL ASSESSMENT
(TBA)

Units:	3
Level:	PhD (Clin Psych)
Duration:	One semester
Class Contact:	3 hours per week
Pre-requisite:	Honours degree or equivalent in Psychology

The topic, which emphasises adult assessment, aims to equip each student with the necessary background to begin to perform psychological assessments for clients who are seen during the placement component of the program. Classes will consist of formal lectures, demonstrations, skills practice and other class work. The lectures will provide an introduction and orientation to the principles of psychological assessment, exposure to some of the more important and basic psychological test instruments, and approaches to the writing of psychological reports. The psychological tests to be covered will serve as an introduction to the assessment of intellectual and general cognitive functioning, memory, and affective states as related to clinical practice.

Complementary class time will be devoted to skills practice in the administration of each of the representative test instruments. A portion of class time will also allow practice in the scoring and interpretation of test results. Homework assignments will also be used and these should be regarded as self-learning exercises that are necessary adjuncts to actual class time.

Skills Expected To Be Acquired:

Knowledge:

- An understanding of the nature and principles of psychological assessment.
- Knowledge about the conduct of relevant clinical interviews and observations.
- Specific knowledge of the theory, structure, psychometrics, test conditions and the administration of the WAIS-IV and WMS-IV.
- General knowledge of the theory, structure, psychometrics, test conditions and the administration of psychological tests.
- An understanding of the psychometric framework for the interpretation of individual test results.
- A preliminary understanding of approaches to test interpretation within an hypothesis-generating and hypothesis-testing framework for individual psychological assessments.

Practical Skills:

- Administer and score the WAIS-IV and WMS-IV according to standardised instructions.
- Administer and score commonly used tests of depression and anxiety.
- Provide psychometric and qualitative descriptions of performances on the WAIS-IV and WMS-IV.
- Select appropriate and adequate test instruments in relation to the referral question.

- Demonstrate a basic capacity for appropriate report writing that integrates formal test results with other data such as history and clinical interview, observations and existing documentation.

Recommended texts for the topic:

The following do NOT have to be purchased, but constitute the main reference sources for the topic and are available in Flinders University Library. Additional recommended readings will be given throughout the topic.

Drozdick, L.W., Holdnack, J.A., & Hilsabeck, R.C. (2011). *Essentials of WMS-IV Assessment*. New York: J. Wiley and Sons.

Lezak, M.D., Howieson, D.B., & Loring, D.W. (2004). *Neuropsychological assessment (4th ed.)*. New York: Oxford University Press.

Lichtenberger, E.O., & Kaufman, A.S. (2009). *Essentials of WAIS-IV assessment*. New York: J. Wiley and Sons.

Sattler, J.M. (2001). *Assessment of children: Cognitive Applications (4th ed.)*. San Diego: Author.

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

Assessment requirements for the topic:

The assessment for this topic will vary from year to year, but generally will require students to: videotape an administration of the WAIS-IV and WMS-IV, submit a written report based on the WAIS-IV and WMS-IV, and conduct and write up a method of clinical assessment (e.g., functional analysis of behaviour).

PSYC9014: INTRODUCTION TO COGNITIVE BEHAVIOUR THERAPY
(Dr Kirsten Dunn)

Units:	4.5
Level:	Masters and PhD
Duration:	One semester
Class Contact:	3 hours per week
Pre-requisite:	Honours degree or equivalent in Psychology

Cognitive behaviour therapy (CBT) is an empirically-supported therapy and is the recommended first line of treatment for many psychological problems and clinical disorders. The goal of the topic is to equip students with the basic skills with which to practise CBT using a scientist-practitioner framework. This will include initial interview, case conceptualisation, and the various cognitive and behavioural techniques commonly used, with a specific focus on anxiety and depressive disorders. The topic also serves as the foundation for PSYC 9005: Further Applications of Cognitive Behaviour Therapy in which students will learn more advanced skills and applications of CBT practice.

Content:

- The development of CBT to its current state of practice
- Aetiology and treatment of common anxiety and depressive disorders
- Specific techniques of CBT (e.g., cognitive, behavioural etc.)
- Empirical status of current CBT interventions for various disorders
- Professional issues associated with clinical practice (ethics etc.)

Knowledge and skills which are expected to be acquired from this topic:

- Understand how to work from a scientist-practitioner framework
- How to formulate a case conceptualisation of a presenting problem
- How to develop and conduct a CBT intervention for anxiety and depressive disorders
- Develop working competency in the various techniques that make up CBT
- Develop an appreciation for the professional issues that arise in clinical practice and how to manage these ethically and responsibly

Required reading/texts for the topic:

Text Books

The following do NOT have to be purchased, but constitute the main reference sources for the topic and are available in Flinders University Library. Additional recommended readings will be given throughout the topic.

Barlow, D.H. (2008). *Clinical Handbook of Psychological Disorders: A Step-by-Step Treatment Manual* (4th ed.). New York: Guilford Press.

Kuyken, K., Padesky, C.A., & Dudley, R. (2009). *Collaborative Case Conceptualization: Working Effectively with Clients in Cognitive-Behavioral Therapy*. New York: Guildford Press.

Additional readings will be given throughout the topic.

Assessment requirements for the topic:

Assessment will vary from year to year but generally will require:

- submitting a video of a role play practising a particular therapeutic technique
- submission of a written case conceptualisation

**PSYC9005: FURTHER APPLICATIONS OF COGNITIVE BEHAVIOUR THERAPY
(TBA)**

Units:	4.5
Level:	Masters and PhD
Duration:	One Semester
Class Contact:	3 hours per week
Co-requisite:	NGP in PSYC9014 Introduction to Cognitive Behaviour Therapy
Pre-requisite:	Honours degree or equivalent in Psychology

The primary focus of this topic will be to help the student develop the skills required for advanced and flexible practice of CBT, using student's experience of CBT during first placement and other case studies as a way of learning about the difficulties in the application of CBT. In addition, we will be seeking to examine the use of CBT with a range of problems, clinical disorders, and comorbidities. The course will be taught in such a way as to promote guided discovery and use of CBT skills, using the framework of a CBT session.

Topic Outline:

- Review central features of CBT with emphasis on formulation guided treatment rather than protocol driven treatment
- The importance of the therapeutic relationship
- Case formulation skills
- Using behavioural experiments to challenge unhelpful assumptions & core beliefs
- Cognitive-behaviour therapy for a range of problems, including: Depression, psychosis, personality disorders, bulimia nervosa, self-harm, perfectionism.

Knowledge and skills that are expected to be acquired from this topic:

Knowledge:

- Appreciation of the broad applicability of cognitive-behaviour principles
- An ability to devise cognitive-behavioural interventions for a variety of disorders
- Current research status of cognitive-behaviour therapy in treating a variety of disorders

Practical Skills:

- An ability to formulate cognitive-behavioural interventions for a variety of disorders
- An appreciation of the limits of the cognitive-behavioural approach

Required reading for the topic:

Tarrier, N. (Ed.). (2006). Case formulation in cognitive behaviour therapy. The treatment of challenging and complex cases. London: Routledge. Students are expected to read a relevant chapter from this book before most classes.

Reference texts:

Bennett-Levy, J., Butler, G., Fennell, M., Hackman, A., Mueller, M. & Westbrook, D. (2004). *Oxford Guide to Behavioural Experiments in Cognitive Therapy*. Oxford: Oxford University Press.

Hawton, K., Salkovskis, P.M., Kirk, J. & Clark, D.M. (Eds.) (1989). *Cognitive Behaviour Therapy for Psychiatric Problems. A Practical Guide*. Oxford: Oxford University Press.

Salkovskis, P.M. (Ed.). (1996). *Frontiers of Cognitive Therapy*. New York: The Guilford Press.

Wells, A. (1997). *Cognitive Therapy of Anxiety Disorders. A practice manual and conceptual guide*. Chichester: John Wiley and Sons.

Assessment requirements for the topic:

Assessment will vary from year to year and will be discussed at the beginning of the topic, but in 2015 it is likely to include:

1. Reflecting on your therapeutic experience to date. Students will be required to complete a one-page worksheet relating to your assumptions as a therapist that may influence your therapy with clients.
2. Written case conceptualisation and resultant treatment plan based on a client that you have seen or for a disorder that has not been covered in the course.
3. Recorded role play of a therapy session that focuses on the demonstration of specified CBT skills.

PSYC9006: INTRODUCTION TO CLINICAL CHILD PSYCHOLOGY
(Dr Levina Clark)

Units:	4.5
Level:	Masters and PhD
Duration:	One semester
Class contact:	3 hrs per week
Pre-requisite:	Honours degree or equivalent in psychology

This topic will serve as an introduction to the role of the psychologist in assessing children and adolescents, in clinical or educational psychology settings. An understanding of normal child development is expected as a pre-requisite. The focus of this topic is upon assessment of the problems of children and families and the formulation of data-driven hypotheses that lay the foundations for intervention. The theoretical framework of the Cattell-Horn-Carroll (CHC) theory of intelligence is used in assessment and interpretation. An introduction is provided to various assessment methods (and their integrated use) including interviewing children and families, and the use of standardised assessment instruments.

Knowledge and skills that are expected to be acquired from this topic:

The course objectives are expected to remain broadly similar from year to year. A typical list is given below.

- To increase knowledge of general assessment issues in clinical child psychology.
- To develop knowledge and skill in a range of methods of assessment, such as IQ testing to interviewing and behavioural formulation.
- To develop skills in the administration of norm-referenced tests, including the WISC-IV, WIAT-II, and the Children's Memory Scale.
- To develop knowledge of contemporary intelligence theory, which assists in the interpretation of psychoeducation assessment.
- To develop report-writing skills.
- To develop an awareness of ethical issues.
- To prepare students for a placement in the Flinders University Psychology Clinic and the Southern Child and Family Clinic (Families SA: Flinders site).

Required reading/texts for the topic:

Essential text

Flanagan, D. P., & Kaufman, A. S. (2004). Essentials of WISC-IV assessment. Hoboken, New Jersey: John Wiley & Sons.

Flanagan, D. P., & Harrison, P. L. (2005). Contemporary intellectual assessment (2nd Ed.). New York: The Guilford Press.

Reference texts

Lichtenberger, E. O., Mather, N., Kaufman, N. L., & Kaufman, A. S. (2004). Essentials of assessment report writing. New Jersey: John Wiley & Sons.

Lichtenberger, E. O., & Smith, D. R. (2005). Essentials of WIAT-II assessment. New Jersey: John Wiley & Sons.

Assessment requirements for the topic:

Administration of the WISC-IV	50%
Psychological Assessment report	50%

PSYC9008: INTERVENTIONS IN CLINICAL CHILD PSYCHOLOGY
(Dr Anne Gannoni)

Units:	4.5
Level:	Masters and PhD
Duration:	One semester
Class contact:	3 hrs per week
Pre-requisite:	PSYC 9006

This topic builds upon the knowledge and skills developed in the introductory topic PSYC 9006. In particular, it focuses upon developing interventions derived from the assessment of the problems of children and families. The topic is aimed at developing knowledge of a range of problem areas and interventions, such as family therapy, play therapy, parent-child interaction therapy, behavioural and cognitive-behavioural interventions. The topic intends to provide students with a diverse background in child interventions, yet primes students for a placement in the Flinders University Psychology Clinic by having a major focus on interventions based on cognitive and behavioural theories. Within the limits of available resources, input from outside experts (such as family therapists, and paediatric psychologists) *may be* provided.

Topic Outline: (may vary from year to year)

- Interviewing children, adolescents, and their families
- Behaviour Therapy
- Cognitive Therapy
- Interventions for anxiety
- Interventions for sleep disturbances
- Family Therapy
- Play Therapy
- Parent-Child Interaction Therapy
- Interventions for a range of psychological disorders presenting in children and adolescents

Knowledge and skills that are expected to be acquired from this topic:

- Interviewing families
- Devising interventions based on assessment information and case formulation.

Required reading/texts for the topic:

Reference Texts

Stallard, P. (2002). Think good – feel good: A cognitive behaviour therapy workbook for children. West Sussex, England: John Wiley & Sons.

Rapee, R. M., Wignall, A., Hudson, J. L., & Schniering, C. A. (2000). *Treating anxious children and adolescents: An evidence-based approach*. Oakland, CA: New Harbinger Publications, Inc.

Assessment requirements for the topic:

Assessment methods vary somewhat from year to year. Currently, they include:

- 10-minute oral presentation NGP
- Behavioural Modification Exercise NGP

PSYC9009: ABNORMAL PSYCHOLOGY AND PSYCHOPHARMACOLOGY
(Dr Junwen Chen)

Units:	4.5
Level:	Masters and PhD
Duration:	One Semester
Class Contact:	3 hours per week
Pre-requisite:	Honours degree or equivalent in Psychology

Topic Outline:

This topic will cover a range of issues concerned with the classification and diagnosis of adult psychological disorders. A particular focus will be on the DSM-IV-TR diagnostic system, which is often used by mental health professionals in Australia. The second focus of this topic is concerned with psychopharmacology for adult psychological disorders.

It is expected that by the end of this course you will be able to classify and distinguish between a variety of psychological disorders. It is also envisaged that you will be aware of the common psychopharmacological agents used to treat these disorders, as well as other important information including how these medications work, their side effects, and their indications for use, among other things.

Topic Objectives:

Students are expected to acquire the following knowledge and skills:

- an understanding of the DSM-IV-TR classification of adult psychological disorders
- an ability to form diagnostic judgements related to the DSM-IV-TR classification
- an awareness of the common comorbid psychological disorders and differential diagnostic issues
- an understanding of the common psychopharmacological agents used to treat psychological disorders
- an awareness of the side effects and indications for use, among other things, of various psychopharmacological agents.

Required reading/texts for the topic:

The following do NOT have to be purchased, but constitute the main reference sources for the topic and are available in Flinders University Library. Additional recommended readings will be given throughout the topic.

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text revision). Washington, DC: Author.

Hedges, D., & Burchfield, C. (2006). *Mind, brain, and drug: An introduction to psychopharmacology*. Boston, MA: Pearson Education.

Other Reference Texts

Lichtblau L. (2011) *Psychopharmacology Demystified*. New York: Delmar Cengage Learning.

Ingersoll, R. E., & Rak, C. F. (2006). *Psychopharmacology for helping professionals: An integral exploration*. Canada: Thomson Brooks/Cole.

Sincola, R. S., & Peters-Strickland, T. (2006). *Basic psychopharmacology: For counsellors and psychotherapists*. Boston, MA: Pearson Education.

Assessment requirements for the topic:

Case Study Report	50%
Student Presentation	50%

PSYC9004: HEALTH PSYCHOLOGY AND BEHAVIOURAL MEDICINE
(Dr Kirsten Dunn)

Units:	4.5
Level:	Masters and PhD
Duration:	One semester
Class Contact:	39 hours “semi-intensive”
Pre-requisite:	Honours degree or equivalent in Psychology

The primary focus of this unit is to introduce the student to a range of issues of relevance to chronic illnesses, and ethical and professional practice issues related to working in multi-disciplinary medical treatment teams. Treatment approaches that seek to maximise a person’s management of their chronic illness will be detailed, and include a focus on irritable bowel syndrome, chronic pain, obesity and related health problems, and cancer. The unit starts about 5 weeks into semester 2 to allow for intensive rural placements to occur over the semester break, therefore the format is “semi-intensive” (a mix of 3 hour and 6 hour workshops).

Topic Outline:

- Review the central features of biopsychosocial models as they relate to a variety of chronic illnesses, along with ethical, assessment and engagement issues
- Therapy approaches that can maximise coping and functioning with chronic illness.
- Professional supervision: giving and receiving
- Interpersonal psychotherapy for depression in chronic illness

Knowledge and skills which are expected from this topic:

Knowledge:

- The issues and problems attached to specific chronic illnesses
- Understanding of the relevance of psychological approaches to particular disorders
- Ethical and professional practice in medical settings or when dealing with medically unwell clients

Practical skills:

- An ability to formulate a case conceptualisation for behavioural medicine issues
- An ability to formulate and structure psychological interventions relevant to specific chronic illnesses

Required reading/texts for the topic:

Nikcevic AV, Kuczmierczyk AR, & Bruch M. (2006). *Formulation and Treatment in Clinical Health Psychology*. London: Routledge.

Reference texts

White CA. (2001). *Cognitive Behaviour Therapy for Chronic Medical Problems. A Guide to Assessment and Treatment in Practice*. Chichester: John Wiley & Sons

Rollnick, S., Miller, W.R., Butler, C.C. (Eds.). (2008). *Motivational interviewing in health care: Helping patients change behavior*. Motivational interviewing in health care: Helping patients change behavior. NY, US: Guilford Press.

Other texts

A list of references specific to each disorder covered in the course will be made available at the relevant session.

Assessment requirements for the topic:

Assessment methods can be expected to vary from year to year, but can be expected to include:

1. A group presentation relating to a health psychology issues – topics will be distributed and assigned in the first week of semester.
2. A paper outlining professional practice issues in a specified unit of a hospital.

PSYC9999: HIGHER DEGREE THESIS
(All School Lecturing Staff)

The research topic must be of relevance to clinical psychology, although research participants need not necessarily be from clinical groups, depending on the particular aims being addressed. Each student must have a primary supervisor who agrees to supervise the research thesis. This supervisor could be a member of staff who teaches on the clinical program or another member of staff with appropriate research expertise. The University also requires that a co-supervisor be appointed and this should be done in consultation with the primary supervisor and the School's representative on the Higher Degrees Committee. Information about thesis binding, examination and other details can be found in the Research Higher Degree Student Information Manual.

During the first year of the degree, students will meet for one hour weekly as a group in order to discuss and develop their research proposals. Students are expected to finalise their proposals during second semester of their first year and present it to an ad hoc thesis committee, formed for each thesis. The student should supply each member of the committee with a typed copy of the proposal at least a week prior to the meeting, which is held to discuss the proposal and offer advice on any changes. The committee includes the supervisors and a number of other members. These need not be from within the School, but could be from elsewhere in the University or outside experts (for example, field supervisors with specific expertise). These people may be available to give occasional advice on an ongoing basis.

When the thesis committee has given permission for the thesis to go ahead, any ethics committee applications need to be made. There may be occasions when urgency suggests that the ethics applications should be put in train prior to the thesis committee meeting. However, students should be aware that if they pursue this course of action, changes to the thesis arising from the thesis committee meeting may result in amendments having to be made and approved by ethics committees. All projects involving human participants will need to be approved by the University's Social and Behavioural Research Ethics Committee or the Flinders Clinical Research Ethics Committee for Flinders Medical Centre. Information about applying is available on the University's website. The application must be lodged with the secretary of the committee up to 2 weeks prior to the meeting. In addition, there may be other ethics committees to which application must be made, such as Department for Education and Child Development and hospitals. Please note that the date for the final meeting of the year for the Flinders ethics committee can be mid-November and the next meeting is held in mid-February. Ideally, students should begin to collect data over the summer period and, therefore, need to ensure that they have gained ethics approval before the end of Semester 2.

Research Proposal

This proposal should be approximately 30 pages in length (double-spaced A4), and should include the following sections:

1. Introduction

The introduction should consist of a brief review of the most relevant literature. There should be a clear and concise statement of the aims, rationale and hypotheses of the study. The suggested length of this section is roughly 3-4 pages.

2. Method

This section should include details concerning subject selection and allocation to groups, likely source of subjects, experimental procedures to be implemented, measurement devices, apparatus, sequence of experimental procedures, timing of measurement, etc.

3. Design

This section should provide a clear statement of the independent variables (and their various levels), dependent variables, and occasions of measurement. Such information can usually be best presented diagrammatically.

4. Statistical Analysis

This section should include a summary of the proposed statistical analysis. How do the statistical analyses relate to the hypotheses?

5. Time Plan

Dates to be provided for various key phases of the study, including likely commencement and finishing dates.

6. References

Studies to which references are made in the text of the proposal should be acknowledged according to the APA (6th. Ed.) referencing format.

Examination of Thesis

The thesis presented for the degree will not contain material which has been accepted for the award of any other degree or diploma, nor will it contain any other material previously published or written by another person except where due reference is made in the text of the thesis or in the notes. The Board will appoint at least two examiners who will be external to the University, and may appoint additional examiners. The examiners will each submit to the Board a written report on the student's thesis. After considering the reports of the examiners and the results obtained by the candidate in the coursework and practicum components of the program, the Board will report to the Academic Senate whether the degree should be awarded

or not. After considering a report from the Board, the Academic Senate will decide whether the degree will be awarded.

PRACTICUM TOPICS (A, B & C)**PSYC9010 PSYC9011 PSYC9012**

(A/Prof. Michael Gradisar)

Students enrolled in the MPsych (Clinical) and PhD (Clinical Psychology) programs will be placed in three practical settings with a registered psychologist who has been approved by the Psychology Board of Australia to supervise higher degree students. Each placement lasts for around 19 weeks and it is a requirement of the course that each student be available for 2.5 days per week for the placement periods. Prior to the commencement of each placement, each student will be required to prepare a Curriculum Vitae for presentation to the placement supervisor. Extensive detail about placements is available in the “Guidelines for Clinical Placements,” which will be distributed at the beginning of the year and is available from the Administrative Officer to the clinical program.

HONORARY APPOINTMENTS IN PSYCHOLOGY

The following eight Psychologists are members of the **Professional Advisory Committee** which meets regularly to discuss a broad range of matters which are related to the development of the clinical programme at Flinders. They also act as Placement Supervisors and hold Honorary appointments in the School of Psychology:

Ms Cate Braham (Child Protection Service)
 Ms Dianna Bartsch (Inner Southern Community Mental Health Centre)
 Ms Anne Burke (Royal Adelaide Hospital)
 Dr Anne Gannoni (Women's & Children's Hospital)
 Ms Carolyn Cole (Flinders Medical Centre)
 A/Prof Michael Gradisar (School of Psychology)
 A/Prof Reg Nixon (School of Psychology)
 Dr Kirsten Dunn (School of Psychology)

The following Psychologists are Placement Supervisors who hold Honorary appointments in the School of Psychology:

Mr Richard Balfour: James Nash House
 Ms Dianna Bartsch: Port Adelaide Mental Health Service
 Ms Cate Braham: Child Protection Service
 Ms Alexandra Brooks: Southern Primary Health, GP Plus Noarlunga
 Ms Anne Burke: Royal Adelaide Hospital
 Ms Carolyn Cole: Flinders Medical Centre
 Dr Tim Connell: Disability SA
 Ms Laura Cook-O'Connor: Eastern Community Mental Health Service
 Mr Tindaro Fallo: Migrant Resource Centre
 Dr Anne Gannoni: Women's & Children's Hospital
 Ms Maria Gardiner: Staff Development, Flinders University
 Mr René Grypma: NW Adelaide Mental Health Services for Older People
 Mr Jon Hare: Noarlunga Health Services
 Ms Margaret Hartstone: Private Practice
 Ms Alexandra Jolly: Rally Consulting
 Dr Ken Kobayashi: Flinders Medical Centre
 Mr Andrew Livingstone: Rural and Remote Health Unit – Glenside
 Mr Trond Loset: Noarlunga Health Services
 Mr Rinaldo Minniti: Drug and Alcohol Services Council, Norwood
 Ms Kathryn Moar: Flinders Medical Centre
 Ms Krystyna McQuinn: Inner South Community Mental Health Centre
 Mr Richard Oborn: Gazebo Psychology
 Ms Brooke Packham: Community Mental Health Service, Country Health SA
 Mr Ian Pearce: Minda Home
 Ms Catherine Sanders: Bower Place

GENERAL MATTERS

COURSE FEES

Ph.D. (Clin Psych) students are eligible for a place in the Research Training Scheme. The Scheme provides Commonwealth-funded research higher degree students with a Research HECS-HELP Exemption for up to four year's full-time equivalent study. Details can be obtained from the HECS and Fees Office, (08) 8201 2028/8201 3143.

Applicants from other countries should contact the International Students Office for information about fees which may be payable.

FINANCIAL ASSISTANCE (current as at February 2014)

Information regarding scholarships can be obtained from the University's Scholarship Office.

PhD (Clin Psych) students can apply for up to \$1500 per year for research costs to a total of \$4500 over their candidature from the School of Psychology. Students wishing to apply for funding need to complete the form (accessible via their supervisor at (<http://flinders.edu.au/sabs/psychology/research/>)).

Students may also apply for up to \$2000 over the four-year period to attend conferences at which they are presenting a paper/poster.

Students are given office space and for those receiving a scholarship, a new computer for use over their candidature.

STUDENT CONTACT DETAILS AND INFORMATION FOR STUDENTS

In order to maintain an address, email and telephone list so that up-to-date information can be circulated, it is important for students to inform (1) the Administrative Officer for the Clinical Programme and (2) Enrolment Services of any change of address or telephone number. Please note that the two address lists are kept on separate systems. Enrolment Services sends out official information about re-enrolment, graduation, etc. Students can change most contact details online.

The School has an "internal" address list for material which the Course Director and other academic staff members need to be able to access. It is the student's responsibility to ensure that addresses, email and telephone numbers are kept up-to-date because urgent contact is sometimes needed. **Emails will be sent to a student's official University email address only.**

Clinical postgraduate students also have access to Flinders Learning Online (FLO). Information about jobs, seminars, training days, conferences, scholarships, etc. are available on this site under "Clinical Postgraduate Information Board". Copies of placement forms and handbooks are also available. Students are encouraged to log in to FLO regularly.

INSURANCE

PhD (Clin. Psych.) students are covered against personal injury during their presence at a placement. They are also covered by the University for professional indemnity. The professional indemnity cover meets the standard required for provisional psychologists as set out by the Psychology Board of Australia. Any queries in relation to personal injury may be directed to the Registry, although it is also important to notify the program Course Director of any injuries which may lead to a claim.

SECURITY CARDS

It is very important to obtain a security card so that after-hours access can be obtained to Social Sciences North. More importantly, if you do not have a valid card, there may be difficulty getting out of the building after the automatic doors have closed. The library card doubles as a security card, but an access code needs to be imprinted on the magnetic strip so that it can be used for access and exit after hours. Please see the administrative staff in the Psychology Office to arrange after hours access.

MAIL-BOXES

Staff and postgraduate student mail boxes are located in the School photocopying room, adjacent to the School Office. After hours access to this room can be obtained by swiping your security card.

PHOTOCOPYING FACILITIES

A photocopying machine is available for use adjacent the School Office for **small** amounts of photocopying. Students should be aware that staff have priority use of this machine. You will need a PIN to use the photocopier. This can be obtained from the administrative staff in the Psychology Office.

COMPUTER TERMINALS

Ph.D. students normally have access to a computer terminal in their own offices. Access to the Social Sciences computer network is also available. Terminals are also available in Room 106, Social Sciences North Building, as are a number of PCs in Room 221 SSN.

TEST LIBRARY

A wide range of tests are available for inspection and use. Borrowing is via the Test Library Assistant who is available to open the Test Library between 9.30 and 12.30 Monday to Thursday. Please do not ask for tests to be fetched outside the allotted hours. The Test Library is located in Room 237 SSN. Since there is a heavy demand for tests, individual tests may be borrowed for only a week at a time. If they are required for longer, the student should contact the library attendant and obtain an extension. Failure to do so would result in the offending student losing test borrowing privileges.

LIBRARY

The University Library is up-to-date and well developed, taking a wide range of periodicals in the area of clinical psychology. There is a Psychology Librarian who can assist with enquiries.

TIMES, PLACES AND PARKING

The academic teaching of the course is generally confined to semesters. Practical work extends into vacation periods and some workshops may take place during term breaks. Students should be very careful about planning holidays in order to ensure that they will not interfere with required work, especially the Practicum Topics. If in any doubt, please discuss the matter with the Course Director.

The offices of the Teaching Staff are located in the Social Sciences North Building. The nearest car parks are Car Park 4 and 5. Enquiries about parking charges should be made to the University Parking Office. Day permits can be purchased at the entrance to most car parks or at a bay on the drive into Flinders itself. Annual parking permits are available from the Cashier's Office in the Mall.

Practical work is carried out in hospitals, clinics, community health centres and other agencies. This necessitates a considerable amount of travel. Students need to make sure that they are able to make suitable transport arrangements. It is a condition of enrolment in the program that students are prepared to travel to any part of the Adelaide metropolitan area in order to undertake placements.

COURSE COMMITTEES

Clinical Consultative Committee

The teaching staff meet twice a year to discuss management issues in relation to the program. One student representative from each year group of the postgraduate clinical program and a Psychologist from the PAC also sit on this Committee.

Professional Advisory Committee

A separate Committee which consists of members of the Profession has been constituted in order to provide advice about a diverse range of issues which affect the program such as the curriculum, placement matters, student selection, etc. The members of this committee are listed under "Honorary Appointments". This committee meets once per semester.

COMPLAINTS AND GRIEVANCES

The staff who teach on the clinical program are dedicated to the interests of the students and are concerned to ensure that a feeling of satisfaction and good will is maintained throughout the program. Nevertheless, from time to time students may feel the need to raise grievances or complaints about some aspect of the course. It is important that students know how they might approach staff members over any difficulties that are encountered. If the matter relates to a general issue, rather than to a particular course topic, it is important to raise the concern with the clinical program co-ordinator. If the matter is related to a particular course topic, the

concern ought to be expressed to the co-ordinator of that topic in the first instance (there may be some instances where the lecturer is not the topic co-ordinator, and one should ideally discuss the matter first with the lecturer concerned in those instances). The main aim is to provide an opportunity to deal with any problem by discussing it with the person who is primarily responsible for the difficulty that you are experiencing. Most difficulties can be resolved at this stage, and students can be assured that staff will take seriously any problems that may arise. If the matter is not satisfactorily resolved, it would be appropriate to raise the issue formally with the co-ordinator of the clinical program. Of course, the raising of issues at the Clinical Consultative Committee meeting through a student representative would be entirely appropriate, preferably after some discussion with the lecturer and the clinical program co-ordinator. Where some further attempt to resolve the difficulty has failed, it is important to also convey this fact to the clinical Course Director, preferably in writing, so that she or he can determine what outcome has been achieved at that stage. If the matter still remains unresolved after the clinical program co-ordinator has been briefed of the situation and has had an opportunity to take further action, it would be appropriate to refer the matter to the Dean of the School.

Most difficulties can be cleared up within the School, but there may be occasions when the matter is still unresolved even after the above courses of action have been followed. In such instances, there are formal procedures within the University for expressing complaints and grievances. These procedures are described in the Student-Related Policies and Procedures Manual (<http://www.flinders.edu.au/ppmanual/student.html>) that should be consulted for the most recent advice. The post-graduate student's association may also provide a useful avenue for advice if the above procedures within the School have failed to result in a satisfactory resolution.

GENERAL REPORTING

Occasionally issues arise that should be brought to the attention of the Course Director outside of usual forums such as the Clinical Consultative Committee meeting. For example, a significant event may have occurred on placement (e.g., client suicide) or a student may have concerns about the wellbeing of a fellow student. Such issues can be discussed confidentially with the Course Director.

ASSESSMENT

Each Topic will be assessed by the lecturer who is responsible for that topic. The standard University Statement of Assessment Methods form will be distributed at the beginning of each topic for discussion and agreement (see also the Student-Related Policies and Procedures Manual at <http://www.flinders.edu.au/ppmanual/student.html> which details university policy and procedures regarding assessment procedures, appeals, academic integrity). Assessment may take the form of practical work, written assignments, unseen examinations, take-home examinations and other procedures. It is especially important that students realise that topic assessment demands may be quite high, and that a typical topic can involve several components, e.g., assessment of a practical skill which may require perfect or near perfect performance, an essay or written assignment and an unseen end-of-semester examination. Assessment loads that fall below these levels can usually be equated with other topics in terms of increased difficulty levels. The general principle will be to ensure that the work that is required is consistent with the demands of a post-graduate professional course. It needs to be understood that the assessment of topics is closely connected with the nature of

the material that needs to be mastered in a given topic. Although topics may appear to differ in demands, consideration needs to be given to the level of difficulty that is involved in a particular assessment task. We are concerned that the overall assessment load for a given semester is reasonable, and we try to stagger assessment deadlines in order to assist students to meet the demands of the various topics. We are trying to encourage students to adopt the view that self-learning is an important habit to acquire. Therefore, not all learning and reading should be restricted to topic assessment demands.

Gradings approved by the University are:

HD	-	High Distinction	(85-100)
D	-	Distinction	(75-84)
C	-	Credit	(65-74)
P	-	Pass	(50-64)
NGP	-	Non Graded Pass	
F	-	Fail	(0-49)

Most topics are assessed as a non-graded pass (NGP).

Assessment of practicum placements will involve a visit by staff to the placement. Within the prescribed period, you should arrange with your supervisor for that placement to be examined for about one or two hours. This may involve examples of testing, interventions, counselling or other activities that have been mutually agreed in your contract as appropriate. The grade awarded is a non-graded pass (NGP). Please consult the Guidelines for Clinical Placements Handbook for further details of the assessment of placements.

In addition to any formal observation, competence will be evaluated through a supervisor's report in order to take account of performance throughout the whole placement period, and related to the contract established in the placement. Formally written case reports may also be required (see Guidelines for Clinical Placements Handbook). Students should keep accurate records of their practical work in each placement on standard log sheets.

REGISTRATION

Completion of the Doctor of Philosophy (Clinical Psychology) course at Flinders University does not entitle the graduate to describe themselves as a psychologist, to advertise in the yellow pages of the telephone directory or elsewhere, to have the word "psychologist" printed after a white pages telephone listing or to charge for private psychological services. In order to do any of the above it is necessary to become registered. The steps for registration are as follows:

1. When a student has completed all components of the clinical program (i.e., course work, practica, research), the Director of the Clinical Programme will notify the Faculty of Social and Behavioural Sciences that the student has completed the clinical program. The procedure by which the student is acknowledged by Flinders University to have completed the clinical program may take a few days (and could take more than a week). Please do not contact members of academic or administrative staff in the hope of "hurrying things along" because the procedures are outside the control of the School of Psychology.
2. Students should download and submit the 'Application for general registration as a Psychologist' form from Psychology Board of Australia (www.psychologyboard.gov.au). Please note that students must organise for their official academic transcript to be forwarded to the Australian Health Practitioner Regulation Agency (AHPRA) which oversees the Psychology Board of Australia. Contact Enrolment Services for this to be sent (there is an associated fee).
3. Applications can be submitted via mail or in person at the addresses below:

Postal Address

AHPRA
G.P.O. Box 9958
Adelaide SA 5001

Office Location

Level 8, 121 King William Street
Adelaide SA 5000

Web Site: www.psychologyboard.gov.au

4. If you are applying for any jobs as a psychologist before your registration has been approved, you must let your potential employers know that the application for registration is currently under review.

Please also note that students and their supervisors are required to submit an application to PsyBA if they plan to working in an agency after their placement has finished and they have not yet obtained registration (or any time the student plans to work as a provisional psychologist under supervision outside of a university placement). Students must maintain their provisional registration while their thesis is being examined. Failure in these matters places the student (and supervisor when working outside of placement) in breach of the Psychological Practices Act.

ENQUIRIES

Enquiries about the Ph.D. (Clinical Psychology) for entry in 2015 should be directed to:

Assoc. Prof. Reg Nixon
Director of Clinical Programmes
School of Psychology
Faculty of Social and Behavioural Sciences
Flinders University
G.P.O. Box 2100
Adelaide, South Australia, 5001.
Phone: (08) 8201 2748
Fax: (08) 8201 3877
Email: Reg.Nixon@flinders.edu.au

From outside Australia, the international prefix is 61-8 followed by the 8 digit local number (e.g., 61-8-8201 2338).