



DEPARTMENT OF PSYCHOLOGY

Faculty of Sciences

Practicum Contract, Plan & Review Forms

Student Name: _____

Practicum 1

Practicum 2

Practicum 3

Practicum 4

University of Southern Queensland
TOOWOOMBA QLD 4350
AUSTRALIA

UNIVERSITY OF SOUTHERN QUEENSLAND

DEPARTMENT OF PSYCHOLOGY
PRACTICUM CONTRACT, PLAN & REVIEW FORMS

© Department of Psychology
Faculty of Sciences
University of Southern Queensland
TOOWOOMBA QLD 4350
Phone [07] 4631 2253 • Fax 07 4631 2721
www: <http://psych.sci.usq.edu.au/>



UNIVERSITY OF SOUTHERN QUEENSLAND
DEPARTMENT OF PSYCHOLOGY

Masters / DPsych Programmes in Psychology

Practicum Contract

STUDENT: _____

PRACTICUM: One Two Three Four

COMMUNITY AGENCY: _____

ADDRESS OF COMMUNITY AGENCY:

COMMUNITY AGENCY TELEPHONE: [____] _____

<p>COMMUNITY SUPERVISOR: _____</p> <p>PSYCHOLOGY REGISTRATION NUMBER: _____</p> <p>IF <u>NOT</u> A REGISTERED PSYCHOLOGIST:</p> <p>Highest Degree: _____ Date: _____ Other: _____ Credentials</p>
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<p>UNIVERSITY SUPERVISOR: _____</p> <p>Date Practicum to Commence: _____</p> <p>No. Hours/Wk: _____ No. Wks.: _____ Total No. Hrs: _____</p> <p>Anticipated Date Practicum to Terminate: _____</p>

I Attendance at Practicum

DAYS (specify which days of the week _____)

HOURS (specify from _____ am to _____ pm)

DATES (commencement date _____ to _____)

ATTENDANCE Attendance on days in addition to the aforementioned may take place as arranged by the student and the Community Supervisor. The University Supervisor must be informed and approve of all additional activities prior to the student's participation.

WEEKLY HOURS The weekly hours of attendance will usually amount to _____ hours per week, totalling _____ hours for the entire practicum.

Record All Practicum Hours (Form E)

II Community Supervision

The Supervisor will provide supervision weekly for at least one (1) hour's duration. This is arranged for _____ (day) from _____ am to _____ pm.

The supervision session will focus on:

- [a] information obtained in the sessions (ie. Written notes & verbal reports).
- [b] hypotheses formulated by the student and/or Community Supervisor.
- [c] the exploration of alternative hypotheses and explanations.
- [d] plans for future intervention.
- [e] evaluation of outcomes.
- [f] the provision of feedback regarding all aspects of the student's work.
- [g] the student's reactions, concerns and feedback.

The student will document supervision times on the Record of Supervision (Form F).

III University Supervision

The University Supervisor and the Student will meet on campus as required to discuss progress and issues arising from the practicum as described:

The student will include a record of these meetings in the Record of Supervision (Form F).

IV Assessment

The final practicum grade will be awarded to the student on the basis of guidelines developed by the University of Southern Queensland. The student will supply evidence of the extent of their participation in the practicum in the form of their Record of Practice (Form C) and other written work assigned by the Supervisor.

The Community Supervisor will complete the provided assessment protocol on the practicum and make it available to the University Supervisor or Program Coordinator.

The University Supervisor, after consultation with the Community Supervisor, is responsible for determining the student's final grade.

Meetings will take place between the University Supervisor, the Community Supervisor and the student midway through, and at the end of the practicum. This will provide an opportunity to give feedback to the student with regards to his or her performance. The student is responsible for arranging these meetings at a time and date convenient to both supervisors. The venue will usually be the practicum agency.

I, _____ (student name) agree to abide by the requirements for a probationary registrant under the Supervised Practice Program, prescribed in the Act and the Regulation, and I have read and agree to uphold the Responsibilities of the Probationary registrant outlined in Section 6.3 of the Board's document 'Supervised Practice Program – Guidelines for Probationary Registrants and Supervisors Revised August 2008'.

I, _____ (supervisor's name) agree to abide by the requirements for supervisors prescribed in the Act and the Regulation and I have read and agree to uphold the Responsibilities of Supervisors outlined in Section 8.3 of the board's document 'Supervised Practice Program – Guidelines for Probationary Registrants and Supervisors Revised August 2008'.

We accept the conditions of this agreement, and acknowledge that complaints received by the Board concerning the probationary registrant may, at the discretion of the Board, be forwarded to the supervisor.

Community Supervisor: _____ Date: _____

University Supervisor: _____ Date: _____

Student: _____ Date: _____

NOTE: Three original signed copies of this Contract shall be completed, one to be retained by the student and Community Supervisor and one to be placed in the student's file with the Program Coordinator.



**UNIVERSITY OF SOUTHERN QUEENSLAND
DEPARTMENT OF PSYCHOLOGY**

Masters / DPsych Programmes in Psychology

Practicum Goals

In this practicum you need to identify the competencies you plan to master and demonstrate to your supervisor. Your selection of competencies will depend on:

- What opportunities are available at this agency
- What target problems and competencies you have already achieved and signed off in your Queensland Registration Board Supervised Practice Record.

Note that you are required to write up in detail one case study during your practicum. See the course specs for the practicum for required contents of the case study.

Objectives of the Practicum

Specific to the service/agency the student shall:

- become familiar with the role of a psychologist in this applied setting.
- understand the agency's or organisation's philosophy.
- become familiar with the service provided by the agency.
- acquire knowledge of referral procedures used by the agency.
- increase knowledge and skills of multidiscipline group work.
- meet the competencies, as mutually established with the agency.
- demonstrate sufficient competency in the competencies specified by the Psychologists Board of Queensland Supervised Practice Program (Revised August 2008).

Student Activities

The following is a list of competency areas that provide a useful framework for practicum goals. Goals need to be discussed and agreed upon by the student and supervisors fairly soon after the practicum has started. It is helpful if the student presents a draft set of goals to the supervisors for them to discuss and polish.

Goals need to be accompanied by statements explaining how the goals/competencies will be demonstrated i.e. evidence of mastery. This can include direct observation, viewing a taped session, using a two-way mirror or in the forms of written reports, progress notes and letters.

1. KNOWLEDGE OF THE DISCIPLINE

The psychological theories and models I will understand and critically apply in this practicum are:

Activities/products that will demonstrate my understanding and ability to critically apply the theories include:

Note: You may wish to read Appendix A when completing this

2. PSYCHOLOGICAL ASSESSMENT

The assessment tools/ diagnostic systems/semi-structured interview competencies I will master on this practicum are:

I will demonstrate competency by (list activities/products including observed practice opportunities):

Note: You may wish to read Appendix A when completing this

3. INTERVENTION STRATEGIES

The problem situations and intervention techniques in which I will attain competency during this practicum are:

I will demonstrate my competence by (list activities including observed practice opportunities):

Note: You may wish to read Appendix A when completing this

4. RESEARCH & EVALUATION

The research and evaluation skills I in which I will become competent in this practicum are:

I will demonstrate my competence by (list activities/products):

Note: You may wish to read Appendix A when completing this

5. COMMUNICATION

The communication skills in which I will become competent in this practicum are:

I will demonstrate competence by (list activities/products, including opportunities for direct observation):

Note: You may wish to read Appendix A when completing this

6. ETHICAL, LEGAL AND PROFESSIONAL MATTERS

The ethical, legal and professional codes and guidelines I will discuss and critically apply in this practicum are (be specific with reference to Code sections, Guideline titles, etc):

I will demonstrate my understanding by (list activities, including opportunities for direct observation of critical application):

:

Note: You may wish to read Appendix A when completing this

7. TEAMWORK (Interdisciplinary coordination and case management. Inter-personal staff relations)

Comments:

8. RECORD KEEPING. (Progress notes, reports)

Comments:

Community Supervisor: _____ Date: _____

University Supervisor: _____ Date: _____

Student: _____ Date: _____

Program Coordinator: _____ Date: _____



**UNIVERSITY OF SOUTHERN QUEENSLAND
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Masters / DPsych Programmes in Psychology

Mid-Practicum Review

TOTAL HOURS OF PRACTICUM ACTIVITIES COMPLETED: _____

TOTAL SUPERVISION HOURS COMPLETED: _____

TOTAL HOURS (ADD THE ABOVE): _____

Check goals set at the start of the practicum and briefly note those goals that have been achieved, those that need changing, and set new goals for the remaining time.

CHANGES OR COMMENTS ON PROGRESS TOWARDS GOALS

1. KNOWLEDGE OF DISCIPLINE

Comments:

2. PSYCHOLOGICAL ASSESSMENT

Comments:

3. INTERVENTION STRATEGIES

Comments:

4. RESEARCH & EVALUATION

Comments:

5. COMMUNICATION

Comments:

6. ETHICAL, LEGAL AND PROFESSIONAL MATTERS

Comments:

COMMENTS ON THE STUDENT'S STRENGTHS:

If you rated the student's performance as **Below Satisfactory** please indicate areas where the student requires further supervised experience.

Community Supervisor: _____ Date: _____

University Supervisor: _____ Date: _____

Student: _____ Date: _____

Program Coordinator: _____ Date: _____



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Final Practicum Review

TOTAL HOURS OF PRACTICUM ACTIVITIES COMPLETED: _____

TOTAL SUPERVISION HOURS COMPLETED: _____

TOTAL HOURS (ADD THE ABOVE): _____

PRACTICUM GOALS

1. KNOWLEDGE OF THE DISCIPLINE

Well Below Standard 1	Below Standard 2	Satisfactory Standard 3	Above Standard 4	Well Above Standard 5
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Comments:

2. PSYCHOLOGICAL ASSESSMENT

Well Below Standard 1	Below Standard 2	Satisfactory Standard 3	Above Standard 4	Well Above Standard 5
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Comments:

3. INTERVENTION STRATEGIES

Well Below Standard 1	Below Standard 2	Satisfactory Standard 3	Above Standard 4	Well Above Standard 5
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Comments:

4. RESEARCH & EVALUATION

Well Below Standard 1	Below Standard 2	Satisfactory Standard 3	Above Standard 4	Well Above Standard 5
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Comments:

5. COMMUNICATION

Well Below Standard 1	Below Standard 2	Satisfactory Standard 3	Above Standard 4	Well Above Standard 5
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Comments:

6. ETHICAL, LEGAL AND PROFESSIONAL MATTERS

Demonstrated competence Yes No

Comments:

7. TEAMWORK (Interdisciplinary coordination and case management. Inter-personal staff relations)

Well Below Standard 1	Below Standard 2	Satisfactory Standard 3	Above Standard 4	Well Above Standard 5
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Comments:

8. RECORD KEEPING. (Progress notes, reports)

Well Below Standard 1	Below Standard 2	Satisfactory Standard 3	Above Standard 4	Well Above Standard 5
-----------------------------	------------------------	-------------------------------	------------------------	-----------------------------

Comments:

COMMENT ON THE STUDENT'S STRENGTHS AS DEMONSTRATED IN THIS PRACTICUM:

Please indicate areas where the student requires further supervised experience.

Community Supervisor: _____ Date: _____

University Supervisor: _____ Date: _____

Student: _____ Date: _____

Program Coordinator: _____ Date: _____



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Student Evaluation Of Practicum

COMMUNITY AGENCY: _____

Would you please provide an evaluation of the quality of the experience provided by the practicum in each of the following activities. Percentages listed below the rating categories refer to the degree to which your expectations about the experience were met.

	Inadequate (lowest 15%)	Adequate (lowest 50%)	Good (top 50%)	Excellent (top 15%)	Not an Expectation
Assessment					
Interviewing					
Working with a Team of Colleagues					
Presenting Reports					
Individual Interventions					
Group Interventions					
Organisational Interventions					
Program Development					
Program Evaluation					
Communication with Professionals other than Psychologists					
Discussion of Ethical Professional Issues					

COMMENTS: Please supply any additional information or explanation of ratings below or on a separate sheet.

Comment on opportunities for observation prior to case or program responsibility and for practising skills.



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Masters / DPsych Programmes in Psychology

Community Supervisor Appraisal

COMMUNITY SUPERVISOR: _____

Would you kindly provide a profile of your primary supervisor by checking the following scale. Use previous professional supervisor and instructions as a basis for comparison.

	Inadequate (lowest 15%)	Adequate (lowest 50%)	Good (top 50%)	Excellent (top 15%)	Can't Judge
Professional Attitude					
Provides Realistic Feedback					
Quality of Feedback					
Monitors Student Activities					
Keeps Appointments					
Applied Knowledge					
Case/Program Conceptualisation					
Role Model					
Value of Supervision Meetings					
Communicated Expectations					
Encouraged Autonomy					
Overall Rating					

COMMENTS:

Please indicate any additional information here or on a separate sheet.



UNIVERSITY OF SOUTHERN QUEENSLAND
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Masters / DPsych Programmes in Psychology

Record of Supervision

Session No: _____ Date: _____ Duration (Hours): _____ Supervisor: _____

Format of Session:

Individual face-to-face: Group supervision: Other (*Only as approved by the Board*).

Please specify _____

Brief record of supervision session including Competencies addressed:

Issues for further discussion / plan for further development of skills:

Agenda for next session:

Supervisee's comments:

Supervisor's comments:

Signature: _____
Supervisee

Signature: _____
Supervisor



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Masters / DPsych Programmes in Psychology

Record of Practice

DATE	DETAILS OF PSYCHOLOGICAL PRACTICE	DURATION (Hours)	LOCATION

Record of Practice

(Suggested Format and Examples of Entries)

DATE	DETAILS OF PSYCHOLOGICAL PRACTICE	DURATION (Hours)	LOCATION
EXAMPLE 1 Week beginning 3/6/02	Face-to-face counselling of individual clients. Group counselling - (Self-esteem group and anxiety management group). Report writing and case notes. Clinic Case Conference. Preparation for group work. Liaison regarding clients (discussions with other professionals, referrals etc). Weekly total Cumulative total	15 (10 clients) 4 6.5 2 1.5 10 39 636	Clinic A
EXAMPLE 2 Week beginning 3/6/02	Interviews with management for evaluation of organisational change at Company A. Design of staff survey for Company A. Report writing and analysis of interview data. Meeting with evaluation Working Party. Organisational tasks for evaluation (phone calls etc). Preparation of staff training manual. Conducting staff training and development. Weekly total Cumulative total Telephone counselling Kids Help Line. Reports and case notes Kids Help Line.	10 (7 interviews) 3 8 2 4 2.5 4 33.5 505	Company A Home Office Home Office Company A Home Office Home Office Company B
EXAMPLE 3 Week beginning 3/6/02	Psychological assessments (2 children). Interviews with parents. Report writing and case notes. Background reading regarding clients. Liaison with other professionals. School visit – interview with teacher. Lecturing - First year psychology students Preparing lecture material Tutoring - First year psychology students PhD research – experimental design, data collection Weekly total Cumulative total	4 1 3.5 3 4 1.5 1 1.5 2 1 6 8 36.5 302	Kids Help Line Kids Help Line Private Practice Private Practice Home Office Home Office Private Practice School A University of Queensland University of Queensland University of Queensland University of Queensland

Please note: Probationary registrants are required to maintain a Record of Practice for the duration of their Supervised Practice Program. This Record of Practice must be sighted and signed by the supervisor at least monthly and at the time of reviewing the Supervised Practice Plan and preparing a Supervised Practice Progress Report. The Board may also request that the probationary registrant submit the Record of Practice to the Board. The format provided above is an example format only. At the commencement of the Supervised Practice Program, the probationary registrant should discuss the Record of Practice with their supervisor and agree on the format and level of detail required.

Competence 1. Knowledge of the Discipline

This competency is concerned with the knowledge base in the discipline of psychology required for adequately investigating, describing, explaining, predicting and modifying human behaviour, cognition and affect. The Competency includes:

- professional knowledge - knowledge of: psychological theories and models; empirical evidence of the theories and models; and the major methods of psychological inquiry
- application of professional knowledge - understanding of the interplay between the discipline and practice of psychology across a range of settings.

1.1 Training in the Competency

During the Supervised Practice Program the probationary registrant should seek opportunities to develop their knowledge in the following **core subject areas** in the profession. The probationary registrant should focus on how the theoretical and empirical literature in these core subject areas assists with adequately investigating, describing, explaining, predicting and modifying human behaviour, cognition and affect. The core subject areas are:

1. Social and organisational psychology
2. Lifespan and developmental psychology
3. Basic psychological processes (cognitive processes; perceptual processes; psychophysical and/or neuropsychological processes)
4. Intercultural and indigenous psychology
5. History of psychology and its theories
6. Abnormal psychology.

1.2 Demonstration of Competence

To demonstrate sufficient competence in knowledge of the discipline the probationary registrant must demonstrate to the supervisor, through the assessment tasks described in **1.3** below, satisfactory knowledge of: psychological theories and models; empirical evidence of the theories and models; and the major methods of psychological inquiry. The probationary registrant must also satisfy the supervisor that they can design and implement psychological interventions of a satisfactory standard.

1.3 Assessment of Competence

Please refer to *Assessment of Competence Form 1: Knowledge of the Discipline (Form 1)*.

Over the period of the Supervised Practice Program the probationary registrant must choose a minimum of **six** target problems and **present a brief analysis of the target problem** to their supervisor. For each target problem chosen, the probationary registrant must provide the following:

1. description of the problem
2. core subject area/s in the profession relevant to the target problem

3. discussion of theories and models relevant to the target problem, with reference to how these theories and models assist with investigating, describing, explaining, predicting and modifying the target problem
4. plan of an appropriate intervention for the target problem, supported by the knowledge demonstrated above.

The probationary registrant may choose to present the analyses of their target problems in a number of ways agreed upon by the supervisor and the probationary registrant, (for example, via an oral presentation to the supervisor in an individual or group supervision meeting or via a case discussion). However, of the minimum six analyses required, at least **one** must be a **written case study** and at least **one** must be a **literature review**.

A particular target problem chosen by the probationary registrant may be relevant to only one or two of the core subject areas defined above or may cover all six. However, it is important that all six core subject areas are covered by the range of target problems chosen by the probationary registrant. Probationary registrants may choose target problems which arise in their area of practice of the profession, where an analysis of the problem by case study or case discussion would be appropriate. Probationary registrants should also take the opportunity to broaden their knowledge in the discipline by choosing target problems in areas of interest other than those usually encountered in their practice of the profession, where a literature review may provide an appropriate analysis.

Competence 2. Psychological Assessment

The Competency of psychological assessment involves demonstrating knowledge of the organisation and planning involved in systematic psychological assessment, evaluation and problem solving. The competency includes the capacity to define a psychological problem, gather and evaluate data about the problem and implement ongoing evaluation of the problem.

2.1 Training in the Competency

During the Supervised Practice Program training in this Competency should cover:

- standard techniques of assessment
- the theoretical basis for the techniques used
- issues involved in the construction of a psychological test, including the establishment of reliability and validity and standardization of the test
- interpretation of test results, definition and specification of the problem and generating appropriate hypotheses
- appropriate use and limitations of computerised protocols
- measurement of behaviour and attitude change
- interviewing and history taking for the purpose of psychological assessment
- report writing.

Training can occur through attendance at workshops, discussions during supervision, set reading, supervisor feedback on the probationary registrant's reports etc. Training should also include observation by the supervisee of experienced practitioners conducting psychological assessments and observation by the supervisor or an assistant supervisor of the probationary registrant's practice in conducting psychological assessments.

2.2 Demonstration of Competence

To demonstrate competency in psychological assessment the probationary registrant must have sufficient competence in:

- test selection, administration and interpretive skills
- interviewing skills
- defining and specifying a problem from available data
- generating appropriate hypotheses from available data
- writing informed, succinct, valid and well organised reports.

2.3 Assessment of Competence

Please refer to *Assessment of Competence Form 2: Psychological Assessment (Form 2)*.

In order to have sufficient competence in Psychological Assessment at the conclusion of the Supervised Practice Program the probationary registrant must have **demonstrated competence in the areas of psychological assessment numbered 1, 2, and 3** below and **at least one other** of the remaining areas of psychological assessment numbered 4, 5, and 6 below:

1. Conducting a semi structured interview for the purposes of psychological assessment (eg selection interview, clinical interview, survey interview, mental status examination etc).
2. Administration and interpretation of at least one adult and at least one child individually administered test of intelligence (eg WAIS, WISC, WPPSI, Binet, Kauffmann Tests etc,- current versions).
3. Administration and interpretation of at least one major standardized non-projective test of personality (eg MMPI, 16PF, CPI etc,- current versions).
4. Administration and interpretation of at least one standardised group test of intelligence (eg ACER, AL and AQ, Ravens Progressive Matrices, OLSAT, Watson-Glaser Critical Thinking Appraisal; Adult Basic Learning Examination etc,- current versions).
5. Administration and interpretation of current versions of at least two tests of specific functioning other than intelligence or personality, (eg Wechsler Memory Scale, Beck Depression Inventory, Neale Analysis of Reading Ability, PPVT and other tests of a specific cognitive function, vocational skill or ability, or vocational preference).
6. Administration of the current version of at least one major diagnostic system used by the profession (eg DSM, ICD etc).

In order for a supervisor to certify that the probationary registrant has sufficient competence in a specified area of psychological assessment above, the supervisor must be satisfied that the probationary registrant has demonstrated competence in the following:

- selecting the appropriate assessment tool (test/diagnostic system/structured interview etc)
- administering the assessment tool
- interpreting the assessment results
- interviewing /micro counselling skills involved in the assessment process
- defining and specifying the problem of interest from available data
- generating appropriate hypotheses from the available data
- writing informed, succinct, valid and well organized reports.

Competence 3. Intervention Strategies

This Competency involves the planning, design, provision and evaluation of psychological services. It includes the capacity to:

- establish professional relationships
- explore the nature of the services required
- investigate identified issues relevant to the delivery of the services
- develop or plan preventative, developmental or remedial services
- implement preventative, developmental or remedial services
- evaluate the impact of the services.

3.1 Training in the Competency

Over the period of the Supervised Practice Program the probationary registrant should receive training in and become familiar with a range of intervention techniques and strategies for both individuals and groups, including the theoretical bases of these techniques and strategies and the implementation of interventions. The range of intervention approaches may include, but is not limited to: behaviour modification; cognitive behavioural approaches; psychodynamically oriented formulations; family systems approaches; counselling; and organisational interventions.

Training can occur during supervision through: the discussion of case material; observation (directly or by videotape or audiotape) by the supervisee of the supervisor planning and delivering interventions, interviewing and counseling clients; observation by the supervisor of the supervisee planning and delivering interventions; discussions of set reading etc. The supervisee should also broaden their knowledge of intervention strategies and techniques, particularly those not encountered in the supervisee's or supervisor's regular psychological practice, by undertaking professional development activities such as workshops and seminars or independent study.

3.2 Demonstration of Competence

To demonstrate competency in intervention strategies, a probationary registrant must have sufficient competence in:

- negotiating a treatment or service contract
- designing, implementing and evaluating psychological interventions to achieve the best possible outcomes
- a range of intervention skills
- micro counselling skills.

3.3 Assessment of Competence

Please refer to *Assessment of Competence Form Intervention Strategies*

Over the period of the Supervised Practice Program the probationary registrant should present the supervisor with a brief report of **at least 6 Problem Situations** in which they have intervened, using a range of different intervention techniques. This report may vary from a two page summary up to a maximum 12 page report (A4 pages, double spaced, 12 font).

A. For each **Problem Situation chosen**, the probationary registrant must provide the following:

1. Brief description of the Problem Situation and/or Target Behaviour
2. List of stakeholders in the intervention
3. Psychological assessment used
4. Intervention Plan or Individualised Treatment Plan or Negotiation of Service Contract
5. Technique / Methodology / Therapeutic intervention used
6. Nature of involvement (Therapist / Consultant / Trainer etc)
7. Brief description of strategies used to manage relationships with the client, other professionals and other stakeholders
8. Brief description of the outcome of the intervention including the changes implemented and the method of evaluation used.

In working in a consultative sense the probationary registrant should demonstrate competence in clarifying concerns, sensitively negotiating responsibilities for action and, in general, working collaboratively with others to develop strategies for change. The probationary registrant should demonstrate recognition of problems outside their range of experience and skills and arrange referral as appropriate.

B. In order for the supervisor to assess the supervisee's micro-counseling skills in implementing interventions the supervisor should observe (directly or by videotape or audiotape) the supervisee's intervention with clients in at least three of the Problem Situations presented.

Competence 4. Research & Evaluation

This Competency involves the skill required to add to the body of knowledge underlying the science and practice of psychology. It includes the capacity to:

- identify and define research problems
- design and conduct research investigations
- evaluate research findings
- communicate evaluation and research outcomes.

4.1 Training in the Competency

During the Supervised Practice Program the probationary registrant should gain experience in literature searches and surveys and in the techniques of action research and the use of program evaluation to review effectiveness.

4.2 Demonstration of Competence

To demonstrate competency in research and evaluation, a probationary registrant must have sufficient competence in:

- data collection, analysis and interpretation skills
- evaluation skills.

4.3 Assessment of Competence

Please refer to *Assessment of Competence Form; Research and Evaluation*.

The probationary registrant must present the supervisor with at least **one literature search** and at least **one report of an evaluation**, either of a program or of a psychological practice or intervention.

- A. The literature search should specify the data base/s used and include an evaluative summary.
- B. The program evaluation or evaluation of psychological practice should be prepared in APA format (maximum length of 12 A4 pages, double spaced, 12 font).

Through the literature search, evaluation report and any other assessments determined by the supervisor and supervisee, the supervisor must be satisfied that the probationary registrant has sufficient competence in:

- problem definition
- literature search
- data collection
- data analysis
- data interpretation
- communication of findings (oral and written).

Competence 5. Communication

This Competency involves communications by registrants with individual and organisational clients, other registrants, other professionals and the public. The Competency recognises the importance of clearly conveying psychological ideas derived from knowledge of the discipline, research and practice.

The competency of Communication includes the capacity to:

- communicate effectively and appropriately to a range of audiences
- appraise research and communicate information about it to a range of audiences
- communicate information about relevant psychological services to clients and potential clients.

5.1 Training in the Competency

During the Supervised Practice Program the probationary registrant should gain experience and skills in effective professional communication with clients, other professionals, employers and other stakeholders, (such as relatives of clients, other support persons and members of the public), on an individual basis, with small groups and with larger audiences.

Training can occur during supervision through observation (directly or by videotape or audiotape) by the supervisee of the supervisor interviewing clients and conducting individual and group interventions, and observation by the supervisor of the supervisee interviewing and counselling clients and conducting individual and group interventions. The supervisee should undertake professional development activities to develop communication skills and should take advantage of any opportunities for delivering professional presentations to small groups or larger audiences.

The probationary registrant should gain experience and skills in report writing for a variety of contexts such as: GP referrals; specialist referrals; forensic context, including court and pre-sentence reports; medico-legal context; work-related or organisational context. The probationary registrant should present reports written for a variety of contexts to the supervisor for feedback.

5.2 Demonstration of Competence

To demonstrate competency in communication, a probationary registrant must have sufficient competence in:

- establishing rapport with clients
- oral communication skills
- writing informed, succinct, accurate and well organised reports and other documents
- communicating information gained from an assessment, intervention or evaluation to all relevant persons.

5.3 Assessment of Competence

Please refer to *Assessment of Competence Form; Communication*.

- A.** In order to determine **competence in oral communication** the supervisor should assess the probationary registrant's communication skills with each of the following:
1. client/s
 2. other professionals involved in interventions with the probationary registrant
 3. an employer/organisation/agency
 4. an audience or group.

In determining the probationary registrant's competence in oral communication in these situations, the supervisor must be satisfied that the probationary registrant demonstrates competence in:

- rapport building skills
- personal presentation
- clarity, accuracy, coherence and succinctness of communication
- style of communication (appropriateness for audience).

To assess communication skills with clients the supervisor should observe (directly or by videotape or audiotape) the supervisee's intervention with a client/s on at least one occasion. For situations 2 to 4 above, the supervisor may judge whether the probationary registrant is competent in oral communication skills either through direct observation of the supervisee's communication skills and/or, with the consent of the probationary registrant, through discussions with the probationary registrant's line manager, employer or agency.

- B.** In order for a probationary registrant to have sufficient **competence in written communication skills** the supervisor must be satisfied that the probationary registrant is capable of independently writing reports, for a variety of contexts, to an acceptable standard. The supervisor should view **at least 12** examples of reports or other documents, (eg reports of psychological assessments, interventions, research or evaluation, case notes, correspondence, intervention plans), written by the probationary registrant for a variety of contexts (eg GP referrals, specialist referrals, forensic context, medico-legal context, work-related or organisational context).

These 12 examples of written communication could include letters, reports and other documentation presented to the supervisor for assessment under Competencies 3 and 4 above (refer 5.3.2 and 5.4.2). In order for the probationary registrant's reports to be considered by the supervisor to be of an acceptable standard, reports and other documents must be: accurate; succinct; coherent; well organised; and written in a style appropriate for the intended audience.

Competence 6. Ethical, Legal and Professional Matters

This Competency involves the ethical and legal aspects of professional psychological practice and an ability to apply informed judgment and current scientific principles in the workplace. The Competency includes the capacity to:

- recognise the boundaries of service provision
- behave in accordance with relevant ethical and legal requirements
- behave in a responsible and autonomous way
- undertake professional development and continued education in the profession.

6.1 Training in the Competency

- A.** During the Supervised Practice Program the probationary registrant should become familiar with the following:
1. the legal requirements of Psychologists in Queensland, the *Psychologists Registration Act 2001*, the *Psychologists Registration Regulation 2002* and the *Health Practitioners (Professional Standards) Act 1999*
 2. the Board's policies for registrants as outlined in the *Registration Kit* and the *Supervised Practice Program – Guidelines for Probationary Registrants and Supervisors Revised August 2008*
 - 3.
 4. the *Position Statement of Health Professional Boards on Sexual Relationships between Health Practitioners and their Patients* developed by Health Practitioner Registration Boards in Queensland and the Queensland Nursing Council
 5. the *Ethical Guidelines* adopted by the Psychologists Board of Queensland
 6. other relevant State and Commonwealth Government legislation (eg Freedom of Information, Judicial Review and Privacy Legislation).
- B.** The following issues should be covered during supervision, highlighted wherever possible by practical examples drawn from the supervisor or supervisee's practice of the profession or through discussion of ethical dilemmas:
- (a) philosophical basis of professional responsibility
 - (b) the propriety of relationships amongst Psychologists and between Psychologists and other professionals, employers and clients, (including adequate clarification of any financial arrangements)
 - (c) confidentiality and privacy issues
 - (d) consent issues
 - (e) boundary issues
 - (f) sexual propriety
 - (g) mechanisms for the resolution of conflict between Psychologists and professional colleagues, employers or clients
 - (h) limits of professional competence
 - (i) psycho-legal issues
 - (j) role and cultural issues
 - (k) gender and sexuality issues
 - (l) service needs of vulnerable groups in society
 - (m) registration issues

- (n) advertising and public statements
 - (o) ethical and legal implications of administrative and record keeping procedures.
- C. In regard to the probationary registrant's professional development and continued education in the profession supervision should address resources for the development and maintenance of psychological skills including test libraries, professional bodies and post professional training facilities. The probationary registrant should, in consultation with their supervisor, develop a plan for professional development activities to be undertaken during the Supervised Practice Program and also strategies for ongoing professional development and continuing education in the profession following completion of the Supervised Practice Program.

6.2 Demonstration of Competence

To demonstrate competency in ethical, legal and professional matters, a probationary registrant must have sufficient competence in:

- ethical and professional behaviour
- knowledge of the legal requirements of the practice of the profession in Queensland
- independent managing their professional affairs, including, for example, working effectively in a responsible and autonomous way with minimal direction and instruction
- clarifying and negotiating the role and responsibilities of a Psychologist in consultation with other members of a team
- record keeping, including demonstrated knowledge of the ethical and legal implications of administrative and record keeping procedures.

6.3 Assessment of Competence

Please refer to *Assessment of Competence, Ethical, Legal and Professional Matters*.

1. Ethical and professional behaviour. The supervisor must be satisfied that the probationary registrant demonstrates a sound knowledge of and competence in managing the ethical dilemmas of a practising Psychologist, specifically with regard to issues (a) to (o) above (see 5.6.1).
2. Knowledge of the legal requirements of the practice of the profession in Queensland. The supervisor must be satisfied that the probationary registrant can summarise the main provisions of the *Psychologists Registration Act 2001*, the *Psychologists Registration Regulation 2002* and the *Health Practitioners (Professional Standards) Act 1999*.
3. Independently managing the registrant's professional affairs. The supervisor must be satisfied that the probationary registrant independently and effectively manages their professional affairs, including working effectively in a responsible and autonomous way with minimal direction and instruction.
4. Clarifying and negotiating the role and responsibilities of a Psychologist. The supervisor must be satisfied that the probationary registrant is competent in clarifying and negotiating their role and responsibilities, in consultation with other members of a team.
5. Record keeping. The supervisor must be satisfied that the probationary registrant demonstrates knowledge of the ethical and legal implications of administrative and record keeping procedures, including the ethical basis of confidentiality of records and the rights of clients to information about themselves. The supervisor must be satisfied that the probationary registrant understands administrative procedures in the context of the protection of the interests of clients, professionals, agencies and the community.

The supervisor may assess the probationary registrant's competence in points 1 and 2 above through supervision consultations. For points 3 to 5 above the supervisor may judge whether the probationary registrant is competent either through direct observation of the probationary

registrant's practice and/or, with the consent of the probationary registrant, through discussions with the probationary registrant's line manager, employer or agency.

Please note. For **Ethical, Legal and Professional Matters**, in addition to the supervisor's rating on this Competency, the probationary registrant may be required to pass an examination on ethical matters and knowledge of the Board's Code of Practice. This proposed examination is currently under the consideration of the Board.

A probationary registrant would be required to complete the requirements of the Supervised Practice Program and achieve a satisfactory rating on the six Competencies before they could sit the proposed examination. Probationary registrants may be charged a fee to sit the examination to cover costs of administration.

The Board will inform probationary registrants and supervisors if and when such an examination becomes a requirement for demonstrating sufficient competence on this Competency and will provide guidelines on preparation for the examination.