



2009 Psychology Postgraduate Handbook

*Information for the Professional Masters
and Doctorate Psychology Programs*

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THE UNIVERSITY OF
S O U T H E R N
Q U E E N S L A N D

DEPARTMENT
OF
PSYCHOLOGY

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Welcome to the Department

From the Head of Department

The Department welcomes you as a postgraduate student and invites you to share in the challenging experience of professional higher education. You will find that it is very different to your undergraduate and honours years, with an increased emphasis on advancing your clinical knowledge and skills through independent study, critical practice and reflection, and teamwork and engagement within the professional community of psychologists and allied health colleagues. We encourage you to support the activities of the Department, assist your fellow students wherever and whenever you can, and be generous in sharing the resources of this Department. If you do these things, your period of study should prove rewarding and productive.

The University of Southern Queensland's Department of Psychology offers the following clinical psychology programs at the postgraduate level:

- [a] Master of Psychology (MPsych) by coursework with thesis;
- [b] Doctor of Psychology (DPsych) by coursework with thesis;

On a full time basis, the MPsych takes a minimum two years to complete and the DPsych takes three years. All programs can be studied in the part-time mode and courses in the MPsych and DPsych are delivered in a number of full-day workshops.

Since these programs were introduced, the Department has attracted a growing number of students who contribute substantially to the teaching and research activities of the Department. The Department recognises this contribution and attempts to provide as far as possible for postgraduate needs. This guide provides detailed information about the procedures for gaining access to resources for all your course work, and for successful completion. As a general rule when additional information is required, students should consult the Clinical Program Coordinator. However as Head of Department my door is always open to you for further discussion.

There is an opportunity for postgraduate students to contribute to the Psychology Board, the Clinical Program Advisory Committee and to various Faculty committees. Please consider these as opportunities to gain some valuable experience in the professional community.

Associate Professor Tony Machin, PhD, MAPS
Head of Department of Psychology

From the Clinical Program Coordinator

The staff in the Department of Psychology welcome you. We are proud of our postgraduate programs and know that you will find your years working with us challenging, engaging and fulfilling. We know that you will take some giant leaps in your lifelong learning journey during this time. Over the years we have noticed two things that make a big difference in making your professional postgraduate journey a success...open your mind to challenging yourself with new and different ideas and experiences rather than doing only what is required to get the degree, and secondly, plan ahead and have strategies to manage all the many other pressures that life throws your way while you are a student.

For most of you this program will be what you originally had in mind when you first decided to become a psychologist. We applaud your patience and many years of hard work to get this far. We know you will not be disappointed, and are confident that it will exceed your career hopes and expectations.

The staff and I wish you every success in your studies.

**Associate Professor Paul Bramston, PhD, MAPS
Chair, Higher Degrees Committee &
Clinical Postgraduate Coordinator
Department of Psychology**

Section 1 – Orientation to the Postgraduate Programs: How it is and Why it is!

Students enter the Clinical Postgraduate Programs at USQ from different backgrounds and experiences. For some coming directly from a 4th year Honours Program, this will be their initiation into the profession with registration as a Psychologist with Probationary Conditions ...welcome to the profession! For others who have practised as a registered psychologist post their Honours Degree, this is an opportunity to build on current strengths and increase depth and breadth in clinical practice. Regardless of these different backgrounds, the Master of Psychology by coursework is a two-year full-time or four-year part-time course where all students will meet a standard of advanced coursework study, supervised practica, and applied thesis research. However there is considerable flexibility to meet student's level of prior learning and experience and interests. Successful completion of the Masters program:

- enables application for admission to the Australian Psychological Society as a full member;
- enables application for associate membership to the Clinical College of the Australian Psychological Society and full membership following a period of supervised practice;
- strengthens applications for senior psychologist positions in the workforce;
- encourages an active role in theoretical, practical and professional developments in clinical fields of psychology

The Doctor of Psychology is a three-year full-time or six-year part-time degree. However this program is challenging by more than just the additional courses, and practica time. The doctorate level of study develops a higher standard of critical thinking in theoretical application and evidence-based practice, individual responsibility and contribution to the profession through supervision and professional development training, and expertise within a particular area of clinical practice. This program:

- provides a high level of preparation for those entering a specific area of clinical psychological practice beyond the coursework Masters;
- enables an application for full membership to the Clinical College of the Australian Psychological Society;

Structure of the Programs

The specific content and structure of the Programs is found on the following USQ sites:

Master of Psychology (Clinical) -

<http://www.usq.edu.au/handbook/current/sci/MPCL.html>

Doctor of Psychology (Clinical) -

<http://www.usq.edu.au/handbook/current/sci/DPCL.html>

It is **strongly recommended** that students complete the courses in the recommended enrolment pattern.

The USQ program structure is designed to meet criteria established by several governing bodies. Firstly, the **University of Southern Queensland** sets out the requirements for the number of credit points, courses and study semesters for its postgraduate degrees. Secondly, the **Australian Psychology Accreditation Council Ltd (APAC)** has established a set of Rules for Accreditation & Accreditation Standards for Psychology

Courses that the University and Department of Psychology must meet in order to be accredited nationally, and hence recognised internationally. Students may want to refer to this document to answer program questions such as “who decided I have to ...?”

<http://www.apac.psychology.org.au/Content.aspx?PageID=1083>

Next the **APS College of Clinical Psychologists** has set standards for program and course content and delivery that are required for the Masters and Doctorate Degrees to be approved for Clinical College membership. This approval is essential for graduates to be eligible for Clinical College membership and for Medicare Rebates for clinical services. Details of Clinical College Guidelines are available at

http://www.apac.psychology.org.au/Assets/Files/clinical_guidelines_2006.pdf

Finally, these programs are in the state of Queensland where registration of psychologists is legislated by the Psychologists Registration Act 2001, Psychologists Registration Regulation 2002 and the Health Practitioners (Professional Standards) Act 1999. See www.legislation.qld.gov.au for details of these Acts. These Acts recognise only one process for post 4th year registration and the content and processes of the Masters and Doctorate Programs must adhere to those specified by the Acts as administered by the Queensland Psychologists Registration Board (QPRB). This means that the competencies required by this Act and the supervision standards for assuring these competencies are met, must be evident in university programs. Hence, when students embark on either of these degrees from a 4th year qualification, they are starting what is referred to as the Supervised Practice Program (SPP). The content and structure of the USQ program satisfies all the requirements of the SPP through its courses and practica. Students who do not hold full registration in QLD must complete the SPP as set out in the Practica Workbook which will be described later in this Handbook. Because the Masters program meets these requirements, graduates of the program are eligible to apply directly for registration without further supervision. For this reason Students in the MPsych or DPsych programs must secure registration (full or probationary) with the Queensland Psychologists Registration Board prior to commencing the program and maintain that registration while enrolled. The Registration Board requires that the probationary registration period cover a period of two full calendar years (24 months), so it is in the students' interest to seek registration at the time of being granted admission into the program. As it takes on average two months to complete the application process, students need to begin early to ensure they are registered by the first day of semester 1. Students registered in another state must apply to hold QLD registration. See the Queensland Registration Board website for details of how to apply for registration

www.psychologyboard.qld.gov.au

The point being made here is that the content of these Programs and all the processes for managing the Programs have been predetermined by a combination and synthesis of USQ, APAC, the APS Clinical College and the Queensland Psychologists Registration Board.

Criteria to Change Programs

Sometimes students who initially enrol in the MPsych program decide they would like to continue their postgraduate training within the DPsych program. This is a substantial commitment to additional time and study and standards and should be considered with regard to personal time, commitments and financial circumstances. Students should discuss their interest in pursuing the Doctorate with the Clinical Program Coordinator in the first instance. The criteria for enrolling in the Doctorate from the Masters Program are :

- A pass in PSY8160 Psychology Masters Project A;
- A GPA of 6.0 or better in all MPsych courses completed;
- A letter of support from a faculty member willing to act as a doctoral supervisor, indicating that the project proposed in PSY8160 has the potential to be extended to meet the requirements of a DPsych;
- Satisfactory progress in practicum courses undertaken.

Students wishing to apply for the DPsych should do so in writing to the Clinical Program Coordinator, normally at the end of their first year. An interview with the Clinical Board will form part of their application.

Advanced Credit Policies

Students sometimes apply for admission into USQ programs after they have completed some coursework elsewhere, or apply to transfer from another university program. USQ regulations stipulate that credit may be given for coursework if it is directly equivalent to coursework in the MPsych/DPsych and has been successfully completed in an APAC accredited program within the previous five years. Credit from another program or institution can be given for up to a maximum of 50 % of the credit points required for the USQ degree.

Students can apply for credit towards their first practicum completed as part of their current employment only if it is of direct relevance to the Program, if the work would ordinarily be undertaken by a qualified psychologist and if evidence is presented of regular documented clinical supervision.

Satisfactory Progress in a Program

Students must meet the minimum criteria for a Pass or Credit in all of their coursework and/or their practicum, or they are required to repeat the course/practicum. A repeated failure usually results in the student being asked to leave the program. Such a decision will be made by the Clinical Board (comprising the HOD, Clinical Program Coordinator and senior clinical program staff) based on evidence presented to them by the Clinical Program Coordinator. Such a decision would be considered only as a “last resort strategy” after a range of supportive initiatives designed to address the competency or personal needs of the student while safeguarding the community interests. The student will be

informed of the Appeal Process as outlined in the USQ Handbook. www.usq.edu.au/currentstudents/policies/griev.htm

The first time a student experiences difficulty with the practical placements, either self-identified, supervisor identified or who receives failing ratings in the mid Prac or end of Practicum reviews is to be offered individual remedial assistance to help the student overcome the identified difficulties. This remedial program is to be undertaken with a different supervisor and will last for 6 to 10 clinical supervision sessions.

The Department of Psychology recognises that at times students experience significant stress in their lives which may have consequences that compromise their ability to practice competently as a psychologist. In addition to the individual support described in the above paragraph, the Clinical Program Coordinator may also consult with the student about entering the Health Assessment and Monitoring Program established by the QPRB to assist registrants during times of physical or psychological distress. Access to this program will not prejudice the student's progress in the Postgraduate Program and the Clinical Program Coordinator will work in consultation with the QPRB to determine the appropriate action to be taken within the student's training program www.psychologyboard.qld.gov.au/healthassessment.htm.

Students in the DPsych program are expected to maintain a grade point average of at least 6.0 in the coursework components and to make good progress in the practical placements and the research/thesis component of the degree. Failure to maintain these standards within the doctorate normally requires the student to change enrolment into the Masters Program.

In cases where a staff member or supervisor has evidence that the student has committed a serious breach of Professional Conduct or the APS Code of Ethics, given the student is a Probationary or Full Registrant, the QPRB may be contacted by the Clinical Program Coordinator with respect to the incident(s) www.psychologyboard.qld.gov.au/complaints.htm. This duty to report is required of the USQ clinical staff who are registered psychologists and supervisors in Queensland. Any student whose registration with the Queensland Registration Board is revoked for any reason will not be permitted to continue in the Program. The Clinical Program Coordinator is required to report annually to the QPRB on the progress of students with Probationary Registration.

Working with Children

Students are required to have a Blue Card prior to enrolling in PSY8071 Child & Adolescent Psychopathology, and for some practicum sites. The Commission for Children and Young People is committed to protecting children from harm and promoting their wellbeing. The Commission for Children and Young People Act (2000) requires people who work with children (under 18 years of age) in certain categories of paid or voluntary employment to undergo a criminal history check – the Working with Children Check. Those who are found to be suitable by the Commission are issued a suitability card, or 'blue card', which they must be able to produce to work with children.

The Working with Children Check aims to ensure only suitable people operate businesses, or work as employees or volunteers where they have regular contact with children or young people. The Act imposes penalties on those deemed “not suitable” who apply, engage in or continue to work in child-related employment without a suitability card.

New paid employees or volunteers who work with children or young people in:

- out of home residential facilities
- school boarding facilities
- schools
- churches, clubs and associations providing services or conducting activities mainly directed towards children
- child counselling and support services
- private teaching, coaching or tutoring.
- self-employed people working in regulated businesses
- counselling and support services
- private teaching, coaching and tutoring.
-

How much does the Working with children Check cost?

The Working with Children Check is free for volunteers. However, paid employees and those who are self-employed must pay a fee of \$40.00.

For more information about the Working with Children Check:

Visit the Commission’s website at www.childcomm.qld.gov.au and click on criminal History Checks or phone the employment screening hotline on freecall: 1800 113 611 or via the following address:

Commission for Children and Young People
Level 14 T&G Building
141 Queens Street
Brisbane Qld Australia 4000

Office Hours: 9:00am – 5:00pm.

Email: ESSWebmaster@childcomm.qld.gov.au

Section 2 - Clinical Practica

The clinical practicum requirements of the Masters and Professional Doctorate Degrees are identified in the curriculum as practicum courses: PSY8130 Practicum 1, PSY8140 Practicum 2, PSY8150 & 8151 Practicum 3, and PSY8180 Advanced Practicum. These courses are intended as an educational experience for developing professional psychological expertise through supervised training in the application of psychological principles, techniques, and instruments in various practical settings and through directed relevant readings.

The following procedural guidelines standardise the practicum process and clarify the roles and responsibilities of university staff, the students, and the staff of community agencies. They are consistent with the standards of the Australian Psychology Accreditation Council, the APS Clinical College Guidelines and the Queensland Psychologists Registration Board Competency Requirements of the Supervised Practice Program.

The preferred model for training is the problem formulation and hypothesis testing approach. Following this model, individualised treatment programs are constructed on the basis of detailed psychological assessments and history taking, and a preliminary formulation of the problem, with hypothesis to be tested. Following monitoring of the client's response to the initial intervention, the process is revised appropriately.

On completion of the postgraduate program in psychology, the student should be capable of:

- Reaching a detailed problem formulation on the basis of both standardised and unstandardised assessments, and
- Designing and conducting appropriate individual, group, and family treatment intervention programs, with ongoing monitoring, and revision of problem formulation and interventions where necessary.

Pre-Practicum Requirements

It is the responsibility of the Clinical Program Coordinator to ensure that students have the necessary knowledge and skills appropriate to beginning supervised practice in a community setting. All students admitted to the postgraduate program must have completed a 4-year APS approved undergraduate degree. In addition to this, before beginning a practicum course, all students must have completed prerequisite courses in professional practice, and any other specialty courses determined by the department to be necessary before practicum in a particular setting. In order to start a practicum, it is absolutely essential that students are either fully or probationally registered psychologists, no exceptions can be made.

Nature of Community Practica

Throughout these guidelines it is useful to note that community practica can be classified into one of the following categories. Any practicum may include one, or any combination of these categories depending on the level of training the student has achieved and the focus of the program.

- [a] Observation - student(s) assigned to a psychologist working in the community to observe exemplary professional practice, and attend professional workshops and seminars.
- [b] Participation - student(s) working directly with individual clients or groups of a community organisation, or with the organisation itself, either in co-practice with a supervisor, or in independent practice under supervision
- [c] Projects - student(s) - working with clients of a clinical community service for the purpose of gathering data for a project sponsored by the service, such as a needs assessment, program audit, program evaluation

Current Practicum Sites

The USQ Psychology Department will formally identify organisations/services that can be used for community practica. Similarly, potential supervisors of community practica for USQ students will need to meet certain requirements set by the University. Students may also identify sites and supervisors for their practicum. These will be approved if they meet the Department criteria for professional practice and supervision.

The most commonly used practicum sites in Toowoomba are:

First Practicum	USQ Psychology Clinic
Second Practicum	CYMHS, Older Persons Mental Health, Baillie Henderson Hospital, Consultation & Liaison, Allied Health, Centacare
Third Practicum	CYMHS, Older Persons Mental Health, Baillie Henderson Hospital, Consultation & Liaison, Allied Health, Centacare
Advanced Practicum	Private practice with Clinical College members Dr P. Seaton (child), Mr G. Petroff (adult).

The most commonly used practicum sites in Brisbane/Coast are:

First Practicum	USQ Psychology Clinic
Second Practicum	Wide range as negotiated with Brisbane Consortium. Examples include CYMHS Mater Hospital, Ipswich Hospital, The Park, Lifeline, Tweed Hospital
Third Practicum	Wide range as negotiated with Brisbane Consortium. Examples include CYMHS Mater Hospital, Ipswich Hospital, The Park, Lifeline, Tweed Hospital
Advanced Practicum	Wide range as negotiated with Brisbane Consortium. Examples include ATODS (Gold Coast)

Why do Practica?

The student, on completion of these practica courses, will be able to demonstrate:

1. behaviour consistent with a beginning level of independent practice as a psychologist.
2. supervisory skills which would enable him/her to direct the professional work of junior colleagues.

The Psychologists Registration Act (2001) prescribes that all probationary registrants must have a nominated supervisor and an individual supervised Practice Plan. The Department will nominate a community and university supervisor upon enrolment in the course.

Duration

The total community practicum requirement is a minimum of 1000 hours (Masters) or 1,500 hours (DPsych) of supervised practice. These hours may be accumulated on a full-time or part-time basis, according to the agreement of the student, community supervisor and the setting and as contracted in the Practice Plan. It is recommended that practica be distinctive in at least 3 areas of practice and that students spend approximately 33% of their time in each area. Students are encouraged to obtain a breadth of practical experience within a variety of settings. Permission to complete a second practicum in the same setting is generally not permitted and will be considered only if the student can demonstrate the different skills he/she will be developing.

Community Practicum Concurrent with Regular Employment

It is recognised that a student may be regularly employed at a practicum setting prior to the commencement of the practicum. The practicum is intended as an educational experience to develop further professional psychological competencies and expertise and generally the continuation of regular employment duties does not meet the practicum requirement of the Masters/DPsych program. It may, however, be possible to arrange an acceptable practicum in that setting where additional duties/projects are generated to expand the student's current level of practice. However, time accumulated in this manner shall not exceed one-third of the total practicum hours, or 1 practicum course credit.

Occasionally students will be offered contracts of employment while working in a practicum i.e. a 'paid prac'. These are permitted but not encouraged by the Department as we have found that the student can occasionally experience conflicting demands on their time from the university and the employer. Permission must be sought from the Clinical Program Coordinator before such a practicum can be approved.

Personal Insurance

Students must be aware of the areas of study in which they are covered for malpractice and personal injury insurance. Whilst working under supervision of a department staff

member in contracted community practicum activities i.e. as designated in Practicum Contract and Practicum Goal Forms, students are generally covered for claims made regarding malpractice. Insurance for personal injury incurred whilst on practicum may be covered by Public Liability insurance policies in that setting. Students are advised to check the insurance cover whilst engaged in practicum activities and to consider taking out personal medical/accident coverage.

Community Advisory Committee

In recognition of the importance of continuing consultation with community supervisors and the psychology community, a Community Advisory Committee includes representatives from employment agencies, community supervisors, postgraduate student representative and the Clinical Program Coordinator. The Committee is chaired by the Professor of the Clinical Program who will be responsible for organising meetings and appointing representatives.

Practicum Supervision

As noted above, the Practicum Contract requires the nomination of both a Community and a University supervisor prior to the commencement of the Practicum. The roles of these supervisors will be outlined.

University Appointment of Community Supervisors

The appointment of community supervisors as Associates of the USQ Psychology Department recognises professionals who make significant contributions to the teaching and/or research activity of the University. Such appointments includes individuals who are contributing considerable time and service to the program and community supervisors who provide direct supervision to students placed in their facility. The department will normally nominate persons for this position per academic year for a specified term.

Community Supervisor

Each community supervisor will be requested to submit to the University a curriculum vitae outlining qualifications and experience. The community supervisor shall generally be employed at the practicum setting and be recognised as able to offer the benefit of his or her expertise to the student. If the practicum occurs in Queensland, the community supervisor shall be registered as a psychologist by the Queensland Board of Psychologists should be an accredited supervisor. If outside Queensland, the community supervisor shall be registered by the corresponding body in his or her home state. The community supervisor should have been a general registrant for at least two years.

The supervisor is also required to be a clinical psychologist indicated by their membership of the APS Clinical College or be recognised as having advanced practice abilities in a particular area because of postgraduate training, or considerable experience in that area e.g. Alcohol & Drug Service.

In exceptional circumstances the Clinical Program Coordinator may allow a psychologist who is not eligible for Clinical College membership to serve as a community supervisor. In this case a registered clinical psychologist inside the university must co-supervise the practicum. This supervisory situation should not comprise more than 25% of a student's supervision hours.

The exact role and responsibilities of the university and community supervisor will be outlined in the Contract. The community and university supervisors should be aware of the student's activities and progress, and provide informal instruction and guidance on an ongoing basis. Both the university and community supervisors must offer formal supervision for a recommended minimum of one hour per day of practicum. This shall consist of face-to-face review of the student's activities and progress, together with explicit guidance and instruction. The nature of this supervision may change over time from direct observation of students during early training to discussion of activities as students progress to greater independent practice.

A record of all formal supervisory sessions with community and university supervisors shall be kept by the student using the Record of Supervision Form. The student shall make an entry after each session briefly describing what was discussed and any decisions that were made. The entry shall be signed by both supervisor and student. The signature indicates agreement regarding content. A copy of this log shall be submitted to the Clinical Program Coordinator upon the completion of the practicum.

University Supervisor

The university supervisor shall be a registered clinical psychologist who is a member or eligible for membership of the Clinical College. He/she shall arrange and be present at a meeting between the prospective community supervisor and student to finalise the contract agreement. University supervisors in consultation with the Clinical Program Coordinator shall monitor and ensure that students develop appropriate skills before entering progressive levels of practice. He/she will maintain regular contact with the community supervisor and the student through review of the student's Record of Practice. These regular interviews will help the student develop skills necessary to meet the ongoing personal demands of professional practice. The university supervisor will meet with the community supervisor after completion of the first half, and at the end of, the practicum to evaluate and give feedback to the student, and to do an evaluation of the practicum setting.

The nature of the university supervisor's participation will vary depending on the extent to which the community supervisor is able to provide regular monitoring of the student's activities. For example, in settings where the student is working within a psychology department clinic with close supervision, the university supervisor would provide more of a liaison function than direct supervision of activities. Whereas, a student working in a multidisciplinary setting may need to receive primary supervision from the university supervisor. It is understood that client confidentiality is not to be compromised during supervisory meetings. University supervisors and students will respect the policies and procedures of practicum organisations regarding client files and information. In all cases the exact responsibilities of each supervisor should be detailed in the Practice Plan.

The Clinical Program Coordinator

It is the role of the Clinical Program Coordinator to administer the community practicum requirements. The Clinical Program Coordinator and/or student shall seek suitable practica in collaboration with each other, the Coordinator shall provide liaison between practicum personnel and the University Psychology Department, and shall adjudicate USQ Psychology Department requirements. He/she may grant or refuse permission for any practicum to commence and may terminate or cancel any practicum upon his or her own initiative with consultation of all parties involved, or at the request of the student or community supervisor. The Clinical Program Coordinator may, where appropriate, provide direct supervision of a practicum arrangement.

Decisions of the Clinical Program Coordinator regarding practica may be appealed to the Head of Department within thirty (30) days of notification of the decision. Students also have further recourse to the University Committee on Academic Appeals, as described in the Psychology Postgraduate Handbook.

Student Responsibilities

Students are required to attend practicum and supervision meetings as scheduled. It is the student's responsibility to ensure the number of supervision hours is appropriate. The student must keep scheduled appointments and reschedule when necessary. A log must be kept for all hours of community and university supervision. Students must also maintain a diary with brief descriptions of each day's activity in the community practicum and the number of hours accumulated.

Ongoing Supervision

The community and/or university supervisor shall meet with the student for a minimum of one hour per day of practicum for formal scheduled supervision. Group supervision of 1hr/wk will be offered by the Department during teaching weeks. Additional supervision may be needed depending partly on the stage of training. Most supervisors will be able to make themselves available for informal discussion of matters that arise between formal supervision sessions.

A total of 180 hours (Masters) and 240 hours (DPsych) of supervision is required for the Clinical Program. The guidelines determined by the Clinical College of the Australian Psychological Society and the Queensland Psychologists' Board governs the supervision of students undertaking specialist training in psychology.

Probationary registrants with the Board are now required to obtain a minimum of 15 hours of video-recorded footage of them working directly with a client before they can obtain full registration.

Distance supervision may be possible with the approval of the Clinical Program Coordinator.

- It may apply only where the actual travelling distance between the approved supervisor and the placement setting is in excess of one (1) hour or 100 kilometres and in a placement setting where there is no other qualified and experienced supervisor available.
- No more than 300 hours of practicum time may be supervised by the distance supervision method.
- Distance supervision may not apply to the student's first placement, unless the student has had at least two (2) years of employed experience as a psychologist in a clinical setting.
- A regular distance supervision contact time must be specified. A one (1) hour telephone contact each week is the minimum acceptable contact time.
- The student must provide the distance supervision written reports of the previous session and plans for the next session, for each client, at least 24 hours before the distance supervision weekly contact. This may be an email, fax or posted written report.
- The student must submit to the distance supervisor a minimum of one (1) audio-taped session for each client seen. Client consent forms must be obtained, indicating an understanding that the taped sessions may be sent by secure post to the distance supervisor, and subsequently erased.

The student is responsible for keeping a log of all supervision in the Record of Supervision. This documentation is important as an indication of the progress the student is making with respect to goals and objectives. It should reflect the supervisor's feedback regarding areas where the student needs additional attention. This log would be of importance should there be discrepancies between the student and supervisor's analysis on the final evaluation form.

For probational registrants, the supervisor may be asked to complete an Assessment of Competence form, certifying that the student has 'sufficient competence' in the area.

Supervisors should be prepared to adapt their style of supervision to the stage of the professional preparation that a student has reached. New students require a considerable amount of the supervisor's time. It is necessary for supervisors to ensure that students have an adequate grasp of techniques they are asked to use. While coursework completed by students before they commence the practicum covers basic professional skills, it may be necessary to describe specific psychology procedures in detail.

A different style of supervision is needed for students reaching the end of their training. Though they are encouraged to work with increasing independence, supervision should continue to have an educational function and not just monitor progress. Supervisors are reminded that at all phases of the practicum they have some legal responsibilities for their students work.

Differences of Orientation between the Supervisor and Student

Student and supervisor may find that they have different interests and orientations. Where this happens, tolerance should be shown on both sides. Students should be helped to see that they can learn much from a supervisor whose approach they may not wish to ultimately adopt. On the other hand, supervisors should see it as one of their functions to help students develop their own interests in an appropriate way. Where supervisors feel that they must overrule the way the student wishes to work, they should explain their reasons with care, rather than simply asserting that this is how things should be done. On the other hand, if students can present sound reasons for adopting a different approach, supervisors should be prepared to support this unless they have serious doubts about its effectiveness or the possibility of harm to clients. In situations where serious differences emerge, the university supervisor and/or Clinical Program Coordinator, in conjunction with the community supervisor and the student, will seek a solution. The student and community supervisor should initiate assistance in resolving difficulties at the earliest opportunity to prevent the loss of productive practicum time.

Reports and Communication

Communication with other members of an interdisciplinary program team and with psychology service groups involves both written and verbal reports. Verbal reporting and discussion can be as important as formal written reports in terms of effects on some decisions and actions. The relative importance of written and oral communication is likely to vary between settings. Supervisors will need to identify the most important channels of communication in their practica and assist the student in these channels effectively and efficiently. Training in effective communication will involve both observation and direct intervention in the client/group/organisation behaviour(s) as the student provides feedback, information and direction to the program/service client(s) and staff.

There is variation within the profession regarding how psychological reports are written and presented, particularly with respect to the amount of detailed information that is provided. It is important to develop a policy about basic and essential aspects of reporting and to avoid a situation where students are given contradictory advice by different supervisors. If there is agreement about minimal requirements of clarity and relevance in reports, exposure to individual differences between supervisors is more likely to be a constructive rather than a confusing aspect of training. Students should be encouraged to write reports which are appropriate to the recipient whether this is a client, professional colleague, or program staff. Psychology reports should also avoid jargon, distinguish clearly between fact and opinion, and provide consistent clarity of expression. Both supervisor and student should be aware of the potential conflict between communicating fully to professional colleagues and maintaining client confidentiality.

Use of Academic Knowledge

Supervisors have a crucial role in contributing to the integration of the academic and practical aspects of the course. They should discuss literature relevant to the applied psychology work in hand and suggest suitable reading to the student. In general, they

should help students to develop a scholarly and critical approach to applied psychology work.

Relationship Issues

Supervisors should be prepared to discuss seriously and sympathetically any professional or personnel issues with clients or staff that arise in the practicum. They should be prepared to raise these issues for discussion in a supportive way when they are considered to affect the student's work. The range of problems raised by psychology work is wide and includes, for example, over-involvement with clients, romantic relationships with clients, discrimination on the basis of gender, race, culture and transfer of ambitions, despair and disappointment for disabled client groups. However, a supervisor should not enter into a therapeutic relationship with the student whereby personal issues are addressed which are not directly related to the student's psychology work. Referrals to an appropriate counsellor/therapist should be discussed if appropriate.

Practicum Procedures

Arranging Settings

The Clinical Program Coordinator shall generally be responsible for securing a suitable practicum site in collaboration with the student. Students may themselves locate a practicum site that particularly suits the competencies they need to master, however, it is important that the Coordinator (not the student) initiates initial contact with the agency and potential community supervisor.

The selection of a practicum site for each student shall be based on the competencies needed by the student to meet requirements of the appropriate APS College and the Psychologists Registration Board. Consideration will be given to the student's training requirements, experience, needs and interests. Particular efforts will be made to address major gaps in the student's experience. Records of the student's previous experience should be available to assess this purpose.

It is essential that across the practica in the program, students gain experience in dealing with a wide range of client problems (e.g. acute as well as chronic disorders), across varying age ranges (child, adolescent, adult, older adult), settings (e.g. inpatient/outpatient, community), and use of a variety of clinical skills (assessment, treatment, and professional). Each practicum should be sufficiently different in focus so that each of the above dimensions is covered adequately.

Initiating a Practicum

Once the student and the Clinical Program Coordinator have agreed upon a potential practicum site, the student shall apply to the setting with a letter of application, a resume and names of two referees. The setting will respond directly to the student regarding the application and generally an interview will be arranged with the student.

Once the student has been accepted by a practicum setting, the student, community supervisor and university supervisor, shall complete and sign the Practice Contract. Upon consultation with the student, university supervisor and proposed community supervisor, the Clinical Program Coordinator may grant or refuse permission for that practicum to commence.

Practicum Objectives

The practicum shall be guided by a written set of objectives formulated jointly by the student, university and community supervisor. These objectives shall be selected on the basis of the student's professional development needs, as assessed by the student and the supervisors. It will consider the available resources of the practicum setting in relation to these needs.

Formulation of Practicum Objectives

Objectives should be formulated on the basis of the competencies required by the Psychologists Board of Queensland and the relevant APS College. These are found in the Appendix of this manual.

Objectives should be determined primarily by the community supervisor and student after the student has had some exposure to the possible areas of practice in the setting. The university supervisor will participate to the extent that he/she is required to engage in direct supervision of the student's daily work. That is, if the university supervisor is the primary supervisor of the student's daily practice in the setting, he/she will meet with the student and community supervisor to establish the objectives. However, if the university supervisor's participation in the practicum is primarily as liaison between the community supervisor and the university, the university supervisor will act to ensure that the objectives include the scope and level of practice recommended by the student's Clinical Program Coordinator.

Purpose: The purposes of the practicum objectives are to guide the activities of the student and the community supervisor, and to provide basis for evaluation of the student by the community supervisor.

Format: Objectives shall be submitted for approval on the practicum objectives form. Each objective shall describe four things: the nature of the activity indicating the focus (individual group, organisation) and level of involvement (observation, co-practice, independent practice), the degree of proficiency adequate for satisfaction of the objective, and the means by which the student's work will be assessed, such as the number of case presentations, assessment reports and project reports.

Procedure: The student and community supervisor shall draft a mutually acceptable plan. The Practicum Objectives Form shall be signed by student, community and university supervisor.

Time Constraints: It is recognised that some experience by the student in the setting may be useful prior to formulating an optimally appropriate objectives. Therefore the practicum may commence before the objectives are written. However, submission of a set of objectives acceptable to the Clinical Program Coordinator must occur within the first 80 practicum hours. No more than 80 hours shall be credited toward the practicum before the Clinical Program Coordinator's receipt of an acceptable set of practicum objectives.

Directed Readings: Relevant directed readings shall be included among the practicum objectives. A reference list will be submitted.

Assessment of Competencies: For the purposes of this Program 'Sufficient competence' in a competency is defined as:

"understanding and proficiency in the competency to an extent that qualifies a probationary registrant to independently offer opinion, and to practice, in the competency."

Psychology Board of Queensland, 2002.

Mid-Practicum Review

There should be a meeting towards the middle of the practicum:

- [a] to review how well the experience is enabling the student to achieve competencies;
- [b] to give mid-practicum feedback to the student concerning consulting performance, and
- [c] to allow the student to comment on the adequacy of the practicum.

Of course, these matters are likely to be discussed on various occasions, but it is highly desirable to have a formal occasion set aside for this purpose in the middle of the practicum. It is recommended that a date for this meeting should be set at the start of the practicum. One purpose of the mid-practicum review is to remedy any ongoing problems or foreseeable shortfalls in experience or skills.

The student will be required to keep an ongoing diary throughout the practicum detailing activities in which he/she has been involved. This will contribute to the assessment process.

Final Evaluation

At the end of the practicum, a summative evaluation shall be completed by the community practicum and university supervisor. An evaluation shall be completed for each individual client, group or organisation activity involving observation, co-practice and independent practice. The evaluations shall be submitted on the Student Practicum Evaluation.

Where the supervisor indicates significant inadequacies in the student's performance and/or substantial sections of the contract have not been met, the student will be required to undergo further training in this practicum for criterion to be achieved. Failure to do this will result in failure in this practicum.

Premature Termination or Cancellation of the Practicum

Upon his or her own initiative and in consultation with parties involved, or at the request of the student or the community or university supervisor, the Clinical Program Coordinator may prematurely terminate a practicum. It shall be the decision of the Clinical Program Coordinator, in consultation with the student and the university and community supervisor, whether, and under what conditions, and in what proportion, the accumulated hours shall be credited toward the practicum hours requirement. In the event of premature termination where no accumulated hours are credited, this shall be designated a cancellation of the practicum. Cancellation is not to be understood as equivalent to failure.

Evaluation of the Community Practicum Setting

Upon completion of the practicum, students will be invited to complete a Community Practicum Evaluation form. The student's evaluation shall be communicated to the community supervisor by the university supervisor and/or the Clinical Program Coordinator. Students are encouraged to review their evaluations with their supervisors at the conclusion of the practicum.

It is the responsibility of the student, the supervisors and the Clinical Program Coordinator to address the issues and concerns that may arise from these evaluations. During this evaluation process, every effort will be taken to recognise the vulnerability of the student who holds the least amount of power in the institutional relationships and processes.

Summary of Feedback and Records

- The student is responsible for maintaining a diary of clinical activities in the practicum ensuring that the amount of direct client contact hours exceeds the minimum specified by the Clinical College/APAC guidelines. Similarly, the student is responsible for maintaining a separate log indicating the dates and content of formal supervisory sessions.
- At the end of the practicum, the community supervisor should give the student feedback on their psychology performance using the appropriate community supervisor's report. The student should discuss the supervisor's written assessments. It is expected that any concerns of the supervisor or student would have been raised well beforehand, at least at the mid-term meeting, to allow the student time to address the problem.
- The student will have opportunity to assess the practicum (for example, on the professional experience and the supervision received) by submitting a Practicum Evaluation at the end of the course.
- Supervisors should try to set aside personal feelings about students, either positive or negative, in making evaluations. In particular, if they are seriously unhappy about aspects of a student's performance they should regard themselves as under an obligation to the student and profession and indicate them to the student, the university supervisor, and the Clinical Program Coordinator. Feedback should be detailed and constructive, and designed to help students improve their performance where necessary. Supervisors, as good

psychologists, should avoid a situation in which they are providing negative criticism which does not encourage or guide the student to develop a range of effective and appropriate skills.

- In cases where students have displayed unsatisfactory performance such as unethical behaviour, regular and serious lateness for appointments or inappropriate dress, the student should be informed immediately. The supervisor should discuss with the university supervisor and Clinical Program Coordinator what action should be taken. Further, if major portions of the contract have not been met, the student may be required to undertake further training in this setting.

Access to Practicum Files

The Clinical Program Coordinator is responsible for maintaining files regarding students' practica. A student may view their own file and make copies of any material in the files.

The files are the property of the Psychology Department. They are confidential to the Clinical Program Coordinator, the Head of the Department, the University Supervisor, and to members of the accreditation panel for groups from which the Course has requested accreditation.

Case Study Portfolio

It is an APAC requirement that students present four detailed clinical case studies as part of the postgraduate program. It is therefore a requirement of PSY8151 (Masters Practicum 3) and PSY8180 (Advanced Practicum) to submit a portfolio of case studies before a grade can be allocated.

Students are required to submit a spiral bound folio of four comprehensive psychological assessment/treatment case studies (min. 2000 words per case study) on the cases that have contributed most to their learning while doing practica. The portfolio is to be a critical reflection of the student's best clinical practice at the time. The assumption of the Department is that this is the highest level of psychological practice that the student is capable of at that particular stage of development.

Guidelines for Case Studies

The APS Clinical College Guidelines note that the preferred model is the "problem formulation and hypothesis testing approach". The student should demonstrate skills in...

- 6.1 Reaching a detailed problem formulation on the basis of both standardized and unstandardised assessments, and
- 6.2 Designing and conducting appropriate individual, group, and family treatment intervention programs with ongoing monitoring and revision of problem formulation and interventions where necessary."

www.apac.psychology.org.au/Assets/Files/clinical_guidelines_2006.pdf.

Case studies are required to reflect a wide range of client issues (acute as well as chronic), across various age ranges (child, adolescent, adult and older adult), in a variety of settings (inpatient, outpatient, community) and use a variety of clinical skills (assessment, treatment, professional).

At the conclusion of each case the student will write an overall self reflective analysis of the challenges and learning the student experienced from each case and how this might promote better future practice. This will be a maximum of 3 pages. The objective of this analysis is to further generate awareness of the lifelong learning processes necessary to sustain competency in the practice of clinical psychology. Students are encouraged to use the following headings in their self-reflection:

- What worked particularly well?
- What did not work so well?
- What else could have been done/what would you do differently next time?
- What did you learn from your interactions with this client in terms of your current personal and professional strengths and vulnerabilities as a therapist? What would be a useful professional development activity to address these vulnerabilities?

Advanced Practicum (DPSYCH)

The goal of the clinical doctoral practicum is to develop the student's knowledge and skills to a level representing the hallmark of a senior practitioner. This includes best practice in services to clients and best practice in services to the profession itself. The work undertaken by students in this practicum and their supervision is characterised by high levels of professional autonomy and responsibility.

The Advanced Practicum challenges the student across two domains. First, the substance of the clinical training is of significant breadth and/or depth of knowledge and skills in a particular area. This demands a scholarly integration of theory and practice built on comparative analysis and critical thinking. Second, service to the profession includes the provision of supervision to colleagues who are at earlier stages of their postgraduate supervised practice, and provision of a professional development activity for professionals in the student's geographic region of practice. These activities represent two essential aspects of contributing to Australian Psychology through leadership and lifelong learning practices.

Assisting with Clinical Supervision.

Students will assist with some supervision of another postgraduate student who is part way through their Supervised Practice Program. This is not required of students who already have had training and *have been assessed* in clinical supervision, for example the QLD Registration Boards' Supervisor Training Accreditation Program, or another course with an assessment component. The student will attend a 3 hour Introductory Workshop on Supervision in Psychological Practice and be supervised by the Examiner for this component of the practicum. Determination of a suitable supervisee and the extent of independent involvement of the student will be negotiated with the Examiner in consultation with other USQ clinical supervision staff. The primary supervisor of the potential supervisee will determine the extent of observational, co-supervision or independent supervision tasks to be undertaken. Consideration of issues of dual/multiple-

roles, confidentiality and informed consent of the potential supervisees' client(s) and workplace will part of this negotiation.. The number of hours of supervision to be provided by the student as part of the practicum will be at least 8 and not exceed 12. The number of supervision hours provided to the student for this component of the practicum including the 3 hour workshop is 10.

Providing a PD Activity to local psychologists / and mental health professionals

Students will develop and present/facilitate a Professional Development Activity to their local community of psychologists (and mental health professionals if appropriate). The activity will be at least 1 hour and not to exceed 3 hours. As appropriate, the student will use available means and networks to inform their local community of the PD activity, such as the local APS branch, education sites, GP Connections, etc. Where the activity is occurring at a significant distance from a USQ campus, the Examiner will assist with finding a venue. The student will be supervised by the Examiner for this activity. Activities may include for example, facilitating a peer supervision group or case conference with a particular theme, presenting a psycho-educational seminar, facilitating a skills training workshop, presenting a critical review of research and theory related to a current controversial clinical topic.

For more details see the Departmental publication 'Practicum Handbook' and also refer to the course approval guidelines for the APS College of Clinical Psychologists:

http://www.apac.psychology.org.au/Assets/Files/clinical_guidelines_2006.pdf

Section 3 - Research Thesis in MPsych & DPsych Programs

Both the MPsych and DPsych programs require the submission of a research thesis which addresses topics and issues relevant to Clinical Psychology.

Guidelines for Commencing a Thesis

The first comment that can be made about research projects is that planning is much the same as for any other project. The three questions:

- ① Can it be done?
- ② Is it worth doing?
- ③ Will it meet all standards and requirements?

Sum up the main concerns at the outset, although a fourth (perhaps the first) question needs to be added:

- ④ What do you want to do?

In many ways, this becomes the main question and we refer to it under the heading “Topic Selection”.

Topic Selection: Two Paths (Select One)

Path A (NOT Recommended)

- ① Decide on a thesis topic without regard to faculty interests or any serious consideration of who will supervise you.
- ② Review the literature on your topic and all related (albeit not quite relevant) topics. Make photocopies of all articles that look interesting. These activities will give you the comfortable feeling that you are making progress.
- ③ If you make it this far, write your thesis proposal. Ignore all guides for preparing proposals; they will just confuse you. Learn to live with anxiety - it will help you understand your clients should you ever graduate.
- ④ Persuade faculty members to supervise your thesis even though they know nothing about your topic. Do not be discouraged when they recoil in horror.

Go to Step 1 of Path B.

Path B (Recommended)

- ① Become familiar with faculty research interests. Find out about their ongoing research activities and the kinds of thesis they have supervised in the past (see below).
- ② Approach several people who seem to have interests compatible with your own. Ask them to discuss their ongoing or planned research (most faculty members are quite happy to do this). If you are still interested, see if there is a study just waiting to be done or an issue needing investigation that can be handled in a master’s thesis. One of

the most common and regrettable misconceptions is that the student must come up with an original research topic on his or her own and then find a supervisor. Even if you are able to come up with a thesis topic on your own, few faculty members are willing to supervise a thesis that is not directly related to their own research. The time spent reviewing the literature in order to competently supervise a thesis on the topic is simply not worth it.

- ③ Prepare and present a thesis proposal with advice from your supervisor.
- ④ Proceed only if the proposal is approved.
- ⑤ Submit the proposal to the ethics committee before collecting data.
- ⑥ Collect and analyse your data (again, with advice from your supervisor).
- ⑦ Write your thesis. Remember that you are not required to obtain statistically significant results in order to successfully complete your thesis. In other words, just because your hypotheses are not supported does not mean you have to start over again. Just do the best job you can at explaining negative results.

Coursework Masters & Professional Doctorate Students

Management of the Postgraduate thesis is quite structured. For a start, it is handled through two courses – PSY8160 and PSY8170 (MPsych) and four courses for the DPsych - PSY8601, PSY8602, PSY86304 and PSY8604 - which have the usual course specification setting out the requirements for each part of the thesis. Completion of a project course is required within the semester you enrol. Extensions will be considered only in significant circumstances pending approval of the supervisor. The student must obtain a letter of approval from the supervisor indicating the revised date in which the project is to be submitted. This letter should be forwarded to the Clinical Program Coordinator.

PSY8160 - Masters Project A

This course covers the stages of topic and supervisor selection and the task of developing a detailed thesis proposal. There will be a faculty member running this course and classes may be held during which procedures will be discussed. By and large, however, students will work with their personal supervisors. At the end of the course, students will complete a written proposal. This will be assessed by their supervisor. After successful evaluation of the thesis proposal, the supervisor will inform the course Examiner and the Clinical Program Coordinator, and the student will receive a pass in this course. The student is then required to submit an Ethics Approval to the Departmental Ethics Committee. A student whose proposal is not satisfactory, or who changes topics, will normally be required to submit another proposal.

PSY8170 - Masters Project B

This unit covers the stages of project execution and assessment. The unit examiner and course coordinator will monitor progress but there won't be any formal classes. At the end of the unit, one internal and one external assessor will mark the thesis. Both assessors will use the following categories when judging the quality of the thesis:

1. the thesis merits the award of the degree.
OR
2. the thesis merits the award of the degree subject to correction of the specified typographical or other minor errors noted in Part B Section 5 being made to the satisfaction of the Head of School.
OR
3. the thesis merits the award of the degree subject to corrections specified in Part B Section 1, 2, 3, 4, 5 (please circle relevant section) being made to the satisfaction of the Head of School.
OR
4. the thesis requires further work on matters raised in my report, should performance in this further work be to the satisfaction of the higher degree committee, the thesis would merit the award of the degree.
OR
5. the thesis does not merit the award of the degree in its present form and further work as described in my report is required. The revised thesis should be subject to re-examination.
OR
6. the thesis does not merit the award of the degree and does not demonstrate that resubmission would be likely to achieve that merit.

PSY8601 Doctorate Project A

This is the first of four courses that contribute to the professional doctorate. The course involves selecting a topic and supervisor, conducting a thorough literature review, and developing a detailed thesis proposal that critically summarizes the current substantive, practice and research methodology issues. The student will be expected to exhibit competence in conducting a thorough literature search using various data bases, identifying pivotal issues, formulating appropriate research questions and hypotheses derived from theory and empirical findings, and designing methods appropriate to investigating the research question(s). A written report (up to 8,000 words) will be submitted to the supervisor and will be graded pass or fail. The student is then required to submit an Ethics Approval to the Departmental Ethics Committee. A student whose proposal is not satisfactory, or who changes topics, will normally be required to submit another proposal.

PSY8602 Doctorate Project B

This is the second of four courses that contribute to the professional doctorate. This course involves the conduct and reporting of a first study in line with the research plan outlined in the proposal submitted in PSY8601 Psychology Doctorate Project A. A written report will be submitted to the supervisor and will be graded pass or fail.

PSY8603 Doctorate Project C

This is the third of four courses that contribute to the professional doctorate. This course involves the conduct and reporting of a second study in line with the research plan outlined in the proposal submitted in PSY8601 Doctorate Project A, although refinements to the proposed study based on the experience of completing PSY8602 Doctorate Project B will be permitted. A written report will be submitted to the supervisor and will be graded pass or fail.

PSY8604 Doctorate Project D

This is the fourth of four courses that contribute to the professional doctorate. This course involves the completion of the research project as outlined in the proposal submitted in PSY8601 and conducted in PSY8602 and PSY8603. After the collection and analysis of the data, a written report (up to 20,000 words) will be submitted to internal and external markers. The quality of the dissertation will be expected to meet the standard of a good refereed journal in its field.

Some Steps that May Help You

As in any research project there are five general phases:

1. Selection of topic and supervisor.
2. Preparation of Topic Outline.
3. Preparation of Research Proposal and Ethics Application.
4. Execution of the research.
5. Writing the dissertation.

Each phase will be dealt with briefly.

Part 1: Selection of Topic and Supervisor

Students should begin this process as early as possible. Students may begin preliminary work on their project as soon as convenient, subject to the availability of their potential supervisor, though data cannot be collected until the project has ethics clearance. Staff members will give advice on the choice of suitable topics, and their areas of interest are listed in the staffing section earlier in this document. There are several limitations to the freedom of choice of topics by students.

Supervisor

A staff member must be found who is willing and able to supervise the topic proposed. Note that not all staff members in the Department are available to supervise projects in any given year. In exceptional circumstances, a supervisor from outside the Department, or outside the USQ may be selected, but an internal supervisor must have joint supervision responsibilities. Many staff have specific projects to be done in any given year. More details on the research interests of staff can be found at the end of this handbook.

Resources

Students must select a topic that is practicable in terms of time, equipment, and the need for supervision. Some resources for printing, building or purchasing equipment, consumables or other requirements may be available, but these are strictly limited to a maximum per student of \$150.00 (MPsych), \$300 (DPsych/Mphil). Prior to completing the Research Proposal (described later in this section), students must consult the Psychology Technical Services staff in W419 regarding expected resource needs. A Project Resource Form can be downloaded and printed from the USQ Psychology website <http://www.usq.edu.au/sciences/psychology/resources.htm> The approved form **must** be attached to your Research Proposal (see later section) and a separate copy of the form **must** be lodged with Psychology Technical Services. Due to time constraints and staff workloads, we cannot guarantee that students will be allowed to use scanned questionnaires or web-based questionnaires unless these have already been developed as part of another project or are currently being developed as part of a staff member's research project. If students wish to make use of these technologies, the supervisor will discuss specific needs and feasibility with the technical staff.

Ethics

All procedures which require the use of human or animal subjects must obtain clearance from the USQ Ethics Committee. The USQ Ethics form must be completed and submitted to the Departmental Ethics Committee prior to commencing the research. **No data collection may take place until ethical clearance has been obtained.** Students who propose to use as participants, animals, school children, patients, or community samples must discuss this with their supervisor as early as possible, as there are often delays in ethical clearance for such projects. Students are strongly advised against conducting projects that are likely to involve lengthy delays in either ethics clearance or data collection. (N.B. The ethics form is part of the thesis proposal described later in this section).

Time

In view of the limited time available for students to complete the thesis, students are strongly advised not to embark on projects that are likely to involve lengthy delays. Some examples are as follows:

- (a) Studies that have potential ethical problems that are likely to take some time to resolve (e.g., studies that require ethical clearance from an outside organisation).
- (b) Studies that employ particular types of participant groups that are likely to be difficult to access.
- (c) Studies that involve the development of new equipment or software programs.
- (d) Grandiose studies that try to cover life, the universe, and everything.

If students wish to embark on such projects, the student and/or supervisor must be able to convince the examiner that these issues are already under control and that contingency plans have been made in the event of delays. For example, you and the supervisor could decide on a date by which data collection would cease, even if that means you end up with a smaller sample size than originally planned.

Meeting with Potential Supervisors

When you are deciding the topic to do for your thesis, you should keep in mind that you are not just deciding on the topic but also the type of project in which you will be involved and the type of supervision style you prefer. Similarly, staff members may need to select certain students for particular types of projects (e.g., if a project includes teamwork, it is essential that the student is a team player). Therefore, it is important that you and any potential supervisor discuss expectations of the supervision process prior to making a final decision regarding supervision. When meeting with a potential supervisor for the first time, it would be helpful to clarify the following issues:

- What role will you play in the project? For example, has the staff member already designed the study and you are just coming in at the point of data collection or will you be involved in designing the project from the outset? If the project is already underway, how easy will it be for you to take “ownership” of it? If you will be involved in designing the study, how will you obtain appropriate materials such as questionnaires?
- Are there any factors that could lead to possible delays in the initiation or conduct of the study (e.g., ethical clearance needed from outside sources; a population that may be difficult to access; a software program that has to be developed, etc.). Again, it is strongly advised that you avoid projects that are likely to involve lengthy delays.
- What expectations do the supervisor and student have regarding the supervision process (e.g., how often would consultation occur)?
- Does the supervisor have particular requirements (e.g., students will be expected to work as part of a team; students will need to learn certain procedures before embarking on data collection; students will need to be on campus for certain periods of time).
- Will either the supervisor or the student be unavailable at any time during the year (e.g., due to work commitments, attendance at conferences, holidays, etc.).
- If you live at a distance from the USQ campus, you will also need to discuss how this will impact on the project. For example, will you be able to collect data in the area where you live? Do you need face-to-face meetings with your supervisor in order to conduct some parts of the project? If the distance is an issue, you may need to choose a different project that can more easily be conducted at a distance.

Other issues will be clarified as the supervision continues during the year; however, it is worthwhile asking the above questions at the beginning. Most supervisor-student relationships work out very well. When problems do arise, it is often the result of differing expectations. If these can be clarified before a final decision regarding supervision is made, it should ensure that the process runs smoothly and is enjoyable for all concerned. Some specific responsibilities of supervisors and students are listed below.

Supervisor Responsibilities

- To ensure that the student’s project is one that can be marked within the department.
- To make clear at the beginning of the project what effort will be required by the student, and what risk factors are inherent in the project in terms of delays in obtaining ethical clearance, data collection, access to materials or acquisition of skills needed in order to conduct the project. (N.B. Due to time constraints, projects that are likely to involve lengthy delays should be avoided).

- If the student will be using methods or analyses that have not been covered in their training, the supervisor must ensure that the student obtains training in the method or analyses prior to the proposal being submitted. Supervisors will be required to indicate on the proposal how these skills have been obtained.
- To negotiate goals and deadlines for particular parts of the project with the student (e.g., drafts of different sections, development of materials, data collection). These goals and deadlines should be put in writing and a copy kept by both the supervisor and the student. These goals and deadlines will provide a reference point for the student and supervisor when completing the required progress reports.
- To make themselves available to consult with students at regular intervals. In regard to students living at a distance from the USQ campus, much of this consultation may take the form of telephone or email contact. Please note that for projects commencing at the start of Semester 2, supervisors are under no obligation to provide active supervision over the summer term.
- To assist the student in the preparation of the topic outline, research proposal and ethics application, and to ensure that the student does not inadvertently commit an ethical breach in recruitment or data collection.
- To give advice on the design, execution, analysis and writing up of the project to the best of their ability. Please note that students are expected to conduct their own analyses (with advice when necessary).
- To read at least one draft of each section of the thesis within a reasonable time, and to provide students with relevant feedback concerning these sections (provided that these drafts are submitted early enough).
- To advise the student in advance of any periods during the year when he/she will be unavailable for consultation for periods in excess of five days (e.g., due to attendance at conferences, holidays, work commitments, etc.). If the supervisor is unexpectedly absent from the USQ for a prolonged period (e.g., due to illness or other unforeseen circumstances), he/she should make alternative supervision arrangements for the student. If this is not possible, due to the nature of the circumstances, the examiner will make suitable arrangements.

Student Responsibilities

- To arrange meetings with the supervisor at regular intervals. Students living at a distance from the USQ campus should also arrange suitable times to consult with the supervisor via telephone or email.
- To clarify the various aspects of the project with the supervisor, and to take initiative at relevant stages of the project. Please note that the extent to which initiative is taken at certain stages depends on the nature of the project. For example, some students 'step into' a project that is already running and may have little input in the initial design phase, while others may be involved in designing the project from the outset. The student should clarify his/her role in the project in the early meetings with the supervisor. As the student becomes more familiar with the topic/project, it is likely that the supervisor-student relationship will "shift" somewhat so that the student takes more of the responsibility for the project.
- To keep a written copy of any goals or activities set by the supervisor, and to complete assigned work by the due dates.
- To submit drafts of various sections of the thesis to the supervisor at mutually agreed deadlines so that the supervisor will have sufficient time in which to read the drafts and

make comments. Drafts should be written in such a way that they would be easily understood by someone unfamiliar with the topic area. Please note that students should carefully proof their drafts before submitting them to the supervisor. While supervisors will provide feedback and advice, it is not their job to proofread the material. Please also note that supervisor availability to read drafts is contingent on the submission dates of these drafts. While supervisors are fairly flexible in this regard, they may not be able to read drafts that are submitted too close to the due date.

- To advise the supervisor in advance of any periods during the year when he/she will be unavailable (e.g., holidays, work commitments, etc.).
- To advise the supervisor as soon as possible if he/she encounters any problems that may hinder his/her progress (e.g., prolonged illness, bereavement, etc.). If the problems are severe, the supervisor may need to discuss options with the examiner (with the student's permission).
- While the supervisor will take care to give sound advice regarding each aspect of the project, the student must take responsibility for the final version of the thesis that is submitted for marking. Obviously, the markers can only evaluate the final written product and cannot award marks for inferred effort or intention. Therefore, students should take extreme care in the proofing of the final draft. As a rough guide, each section of the thesis should be proof read two or three times after it is finished being written. Please note that just because the supervisor has given feedback on the thesis, it does not necessarily mean that he/she approves of the thesis. Again, the onus is on the student to ensure that the final version of the thesis is of a satisfactory standard.

Acceptable Project Topics

In selecting a topic, bear in mind the following:

1. The topic chosen should be important either for theoretical and practical reasons. The study should be creative and contribute something to knowledge in the area chosen.
2. The design of the project should be sound. It should be possible to draw conclusions about the research question under examination, and to generalise the results to some extent beyond the sample used. Hence the sample(s) used should be selected to be appropriate in size and composition.
3. The measures used should be reliable and valid, and should clearly operationalise the relevant theory or concepts examined in the literature.
4. The students must be actively involved in data collection for their thesis, except under certain circumstances where substantial coding or transforming of data is required. Please see the detailed explanation in the next section.
5. Issues Relating to Distance Study. Distance students may have restricted project choices depending upon the type of data collection, participant availability, and need to meet with supervisors. When choosing a project, be sure your supervisor is aware of any problems you may have in accessing materials, collecting data, and so on, so that a suitable project can be chosen.

The following make acceptable schemes for projects:

1. Application of a research design in a laboratory test of a specific hypothesis or hypotheses requiring empirical testing of participants, individually or in groups.
2. Application of a research design in the non-laboratory, or field setting of a specific hypothesis or hypotheses requiring empirical testing of participants, individually or in groups.
3. Research with respect to (1) and (2) may be partly exploratory, but justification for the project must be first argued closely with respect to possible outcomes and anticipated hypotheses.
4. Critical testing of methodologies (applied or research) that have already been formulated but have been inadequately assessed to date. Such testing would involve collecting relevant data from participants, for the assessment of outcomes or effectiveness, upon which evaluation of the methodology would be made.
5. Formulation and testing of novel strategies of inquiry which are relevant to the advancement of knowledge in the applied or research setting.
6. Conceptual replications of previous research. These studies should use a non-trivial variant on the method, measures, sample or other relevant aspect of the original study, and should aim to confirm, extend or clarify previous research.

Part 2: Content of Research Proposal and Ethics Application (Project A)

Students must submit **two copies** of a research proposal and ethics application as part of the requirements of the course. These copies must be submitted to the Examiner Project A. The research proposal will be assessed for suitability and scope. The ethics application is considered separately.

Prior to submitting their research proposal, students **must** discuss their resource requirements with the Psychology Technical Services staff. A Project Resource Form can be downloaded and printed from the USQ Psychology website <http://www.usq.edu.au/sciences/psychology/resources.htm> This form **must** be completed in conjunction with Psychology Technical Services staff. They will keep a copy of the approved form on file.

Please note that although the thesis proposal and ethics application are usually submitted together, they are two distinct parts of the research process. Just because a project has ethics approval, it does not necessarily mean that the proposal will also be approved as a suitable thesis project, and vice versa. The ethics application must be approved by the Chair of the Departmental Ethics Committee (or by the USQ Ethics Committee) and the proposal must be approved by the thesis examiner.

Please include the following in your Project A Submission:**1. Literature Review.**

- A substantial critical review of the research related to the variables is required. This review should logically ‘funnel down’ to the aims/hypotheses of the study.
- **Aim --** A brief statement of the aim/s or research question/s. If hypotheses are known at this stage, they can be included.
- **Methodology.** Include proposed participants to be used and the way in which participants will be recruited, tests or experimental equipment to be used, and procedures to be employed. Please give enough detail here so that the readers have enough material on which to base their decisions regarding ethical clearance.
- **Problems Anticipated.** Include a description of ethical, resource and practical problems anticipated, and ways these will be overcome. Please note that if significant ethical problems exist, an application will have to be made to the University Ethics Committee, which may take some time to assess. In addition, students will not be allowed to conduct projects that are likely to have major resourcing or practical problems. In some cases, changes to the design or execution of the project will need to be made. If you anticipate any problems in recruiting your preferred sample (including number and type of participants), please include details of a contingency plan.

2. USQ Ethics Application.

If the project does not already have ethics clearance, you should complete the USQ ethics application form which is included in the Appendices section of this handbook and can be downloaded and printed from the USQ Psychology website <http://www.usq.edu.au/sciences/psychology/resources.htm> (NB. If you are doing a Physiological study, there is a different ethics form. Please see Psychology Technical staff). Your supervisor will be able to give you advice regarding the ethics application. If your supervisor has already obtained ethics clearance, you just need to attach a copy of the Ethics Approval letter received by your supervisor. In such cases, also quote the ethics approval number on the cover sheet of your proposal. If ethics approval has already been given, still be sure to discuss ethical issues with your supervisor so that you are aware of any ethical procedures that need to be followed in the conduct of the study.

3. WH&S Checklist for Teaching & Research Projects.

Completion of this form is a Work Place Health and Safety requirement at the USQ. As it is a university form, most of the categories will not be relevant to your projects. Just circle NA for those that are not applicable. If you do tick any (e.g., stress-mental/physical), be sure to cover it in your ethics application.

4. Approved Project Resource Form.

As noted earlier, students are required to submit the Project Resource Form to Psychology Technical Services (W419) prior to submitting their research proposal. However, please also attach a copy of the approved form to your proposal so that we can see you have approval.

5. Questionnaires and/or Interviews.

If you are conducting a questionnaire study, please attach copies of all questionnaires and demographic sheet/s. Include these even if the project already has ethics clearance so that the examiner can evaluate your proposal. If you are conducting structured or semi-structured interviews, also include a copy of the interview questions.

6. Consent form.

You should also include a copy of the consent form that you will be using. If you are conducting an archival study, include the consent form that was used in collecting the data if possible. Discuss the appropriate format with your supervisor. A sample consent form is given in the Appendices. Please note that not all of the categories included on the sample form will be relevant for some studies. Please adapt it to suit the needs of your particular study. If you are using both on-line and paper-and-pencil questionnaires, be sure to discuss the different procedures for obtaining informed consent in each case.

What to Submit

Please submit **TWO** complete copies of your research proposal to the Examiner Project A which will then be given to the reviewers.

Part 3: Execution of the Research

Once approval has been given by the examiner to proceed, students should begin work on both the literature review and data collection as soon as possible. Faculty safety procedures must be followed in collecting data - see appendices for more information.

For the literature review, facilities of the Library are available to conduct computer literature searches using the CD-ROM system or through the internet. Training sessions will be available from the library for any student not familiar with the system.

For any research that requires the use of human or animal subjects, data collection must **not** be commenced before approval has been given by the Ethics Committee. If participants are to be used from outside the USQ, a letter of introduction and authorisation from your supervisor or the Honours coordinator is required. Please arrange this with your supervisor. First year psychology students are also available for use as participants, and they receive experimental credit for doing so (where one hour of participation equals one per cent credit). This scheme is administered by the Psychology Technical Services staff who should be approached for requests well in advance of the time participants will be required. The appropriate form must be signed by the Head of Department before the experiment/survey can be advertised to first year students. Please note that you may not be able to collect all of your data from the first year psychology students, as student numbers are limited and there are often many research projects vying for participants at the same time. (Remember that staff and postgraduate students are also conducting research). Therefore, you may need to look further afield to find enough participants. This is especially the case if your participants need to meet certain criteria. A “draw for

cash prizes” scheme also operates each semester to thank volunteers from the wider community for participating. Please note that participants can receive either experimental credit for a particular course or entry into the draw for cash prizes, but not both.

Part 4: Writing the Dissertation

Two spiral bound copies of the final report of the research project must be submitted to the Clinical Program Coordinator. Students who live at a distance from the USQ campus should post their copies of the thesis by express post or courier on that day.

The dissertation should typically be a maximum of 20,000 words for the Master of Psychology and 30,000 for the Doctor of Psychology.

The report must be typed, double spaced on one side of the paper only, using good quality (Bond) white A4 paper. Page setup should allow for wide margins of 2.5 cm on the top, bottom, and right margins. The left margin should be 4 cm to allow for binding. The typeface should be clear and readable. It should conform strictly to the requirements of the APA style, as laid out in the Publication Manual of the American Psychological Association (5th Edition, 2001). Copies of this manual are available in the Bookshop, and a copy is available in the Department Library (W419) for perusal by students. Copies of previous theses are available in the Library for your perusal. Supervisors may also be willing to lend copies of past theses. Please note, however, that you are only seeing the submitted versions of other students’ theses and do not have the benefit of reading their marker’s reports. Therefore, if you see discrepancies in style, format, or content compared with the instructions you have been given in this handbook, follow the guidelines given here.

APA Style

You must use the Fifth Edition of the APA Manual as your style guide for the thesis.

When formatting your thesis, please keep in mind that the APA Manual is primarily directed at researchers who are intending to submit manuscripts to journals. As you would realise, editors and publishers often make various changes to the format in the final published copy. Since your thesis is the final copy, some slight deviations to APA style are permissible when such changes would improve the readability (e.g., you can use a separate chapter for each section, you may use an extra space to separate a table or figure from surrounding text). Please see marking criteria. If other variations are considered important, these should be noted in the research proposal (see supervisor’s section on cover sheet). You should also attach a note to your thesis indicating any variations that had been approved. Also please take particular note of the following requirements, some of which are in addition to the requirements of APA style.

Page Numbering

Number the pages (including blanks, if any) up to but not including the first page of the actual text (referred to technically as the “front matter folio”) in small Roman numerals in

brackets. Number thereafter in Arabic, with no brackets. Number the pages of any appendices straight on from the text if bound with the text, but re-number if submitted separately.

In the front folio, include a separate page for each of the following:

Title Page

Contains:

1. Title and sub-title, if any
2. Author's name.
3. An entry reading "Being a report of an investigation submitted as a partial requirement for the award of (*appropriate qualification*), at the University of Southern Queensland".
4. Date and year of submission.

Statement of Originality

A signed statement to the effect that the report contains no material offered for the award of any other degree or diploma, or material previously published, except where due reference is made in the text. **Be sure to sign all copies.**

Abstract

The abstract appears on the next page. Its length should be of the order of 200-400 words. More detail is given about the abstract in a later section.

Acknowledgments

Acknowledgments of assistance - finance, equipment, advice, access to material, and so on - should be made to anyone who contributed substantially to the project. Your supervisor would always be acknowledged here.

Table of Contents

Show contents in the most informative fashion possible. Show chapter (section or division or part) numbers and titles and the initial page numbers. Show sub-sections with title if these seem to be helpful. The contents page, if properly prepared, gives the reader (or examiner) a comprehensive view of the structure of the report and facilitates subsequent reading. Indicate the titles and initial page numbers of the Appendices, if any.

A contents list of tables and figures may follow. This list should be included only when the presentation leans heavily on tables to which the reader may need to refer. This would probably occur when there are more than say 10 tables, or when tables are reference tabulations such as for norms or population characteristics.

Main Body of the Report

The format of the main part of the report will usually follow the standard format of Introduction, Method, Results and Discussion sections. These may be divided into separate Chapters. Some variation of this structure may be necessary for different forms of projects (e.g., case studies). Discuss any variations in structure with your supervisor. Some hints for writing the main chapters of the thesis are given at the end of this section.

Thesis Submission

Students are required to submit two (2) copies of their thesis (spiral bound) for marking. These copies must be submitted to the Examiner for all Masters and Doctorate Projects.

Marking

The Clinical Program Coordinator is responsible for the formal appointment of 2 markers (selected in consultation with the supervisor). In the Masters program one marker will be external to USQ and one internal and in the Doctoral program both markers will be external. Once the markers' reports are returned, the supervisor is responsible for ensuring the student satisfactorily completes any required changes. Once the supervisor has checked these changes, the thesis is ready for binding.

Thesis Binding

It is the responsibility of the student to arrange hard binding of their thesis. You must supply one (1) hard bound copy of your thesis for your supervisor and one (1) electronic copy of the final thesis document in Word or PDF format for the department records.

The thesis binding form appropriate to your qualification can be downloaded from: <http://www.usq.edu.au/sciences/psychology/resources.htm> Contact details, current prices and correct colour for thesis binding are already printed on the form.

Craftsmen Bookbinders in Brisbane will hard bind copies of your thesis. It is advisable to contact them prior to sending your thesis for binding to confirm prices, and method of payment.

Assessment

The report will be assessed as it is presented, not in terms of any hypothetical intention of the author.

All theses will be examined by two markers, excluding the supervisor. The following general criteria will be used:

1. Primarily, there should be evidence of analytical ability. The student should show he/she can closely evaluate the topic critically in a way that demonstrates a discernible contribution to scientific knowledge and scholarship of the discipline. Whatever the area of the project or its approach to the discipline, there should be evidence that the

student appreciates the possible implications and limitations of what he/she has done. Also, of prime importance is clarity of presentation, with logical argument leading to justified conclusions in as parsimonious a way as possible.

2. There should be enough original material in the project (new results, ideas, theories) to justify its submission.
3. The project should be close to the standard required for publication in a refereed journal.
4. The topic should be theoretically and/or practically important.
5. There should be no major faults in experimental procedure, errors of logic in the argument, inconsistencies in theoretical reasoning, or misinterpretations of existing evidence.
6. There should be no demonstrable errors in selection and use of statistical procedures, or in interpretation of results.
7. The terminology and nomenclature in the report should always be correctly stated.
8. The report should not be unnecessarily long and arguments should be put succinctly. Content for inclusion should always be judged in terms of relevance to the major objectives of the project (which should be formulated). That is, brevity is considered a major criterion of good written expression.
9. The project should be written well in an impartial and readable style (e.g., simple sentences, active voice, proper grammar, jargon and acronyms minimised, consistent terminology etc.)
10. The abstract of the dissertation and its title should be adequate. Also, all figures, tables, and diagrams should be correctly labelled and there should be no redundancy in their presentation

NB APA (5th ed.) guidelines for style and presentation should be strictly adopted, except as noted earlier.

Subsequent Publication of Research

Many projects will contain publishable work, though of course a manuscript presented for publication usually has to be shortened and carefully edited. Students should consult their supervisor after publication of grades with a view to preparing jointly such a manuscript. This will be easier if completed before further studies or jobs are begun. Please ensure that you keep copies of all data files and output files in case you need to run further analyses prior to publication. Copies of your data files and consent forms must also be given to your supervisor for archiving.

American Psychological Association guidelines for authorship of joint publications will apply to publications based on project research. All persons who have made substantial professional contributions to the research must be included as authors with names in order of the importance of the contribution. The submission for publication of research performed under supervision will always require the consent of the supervisor.

Section 4 - Accessing Resources

Office Space

All full-time, on campus, postgraduates are provided with work space on the fourth floor of W Block. Room W423A is a shared common room. It has a photocopier, printer, microwave, fridge, kettle, sink and pigeonholes. Full-time PhD students are allocated an individual work space with desk, computer, chair, bookshelf & locker in room W425. DPsych and Masters students are offered an individual locker, shared work space and computer facilities in W424.

Please see Psychology Technical Services to be allocated a locker or desk space.

Access to Buildings

Postgraduate students have 24hr access to the 4th floor of W block via your student card. Please see Psychology Technical Services to activate your student card to allow access. ***For the safety of yourself and others please do not leave doors open.*** If you learn of a security breach, please contact Psychology Technical Service.

Your activated student card gives you swipe card access to the following:

- Western entrance to W block and western W 4th floor entrance.
- Eastern entrance to W block and eastern W 4th floor entrance.

- All postgraduates will receive pin numbers from Psychology Technical Services for the following rooms:
 - Masters and DPsych room (W424)
 - PhD room (W425) – *PhD students only*
 - Testing rooms (W415, W416, W417)
 - Postgraduate Common Room (W423A)
 - Computer lab (W426)

Maintenance Problems

For routine maintenance problems (e.g., stopped clocks, blown fluorescent tubes), contact Psychology Technical Services.

Telephones

PhD telephone number (Room W425):	[07] 46 31 1730
Masters/DPsych telephone number (Room W424):	[07] 46 31 2061

All external phone calls (local and STD) made from the University are timed and logged centrally. The USQ billing system charges phone calls at timed rates (both local and STD calls are charged per minute). This means that the longer you are on the phone the more it costs. For this reason THE USE OF PHONE CARDS IS STRICTLY FORBIDDEN. Please use the phone sparingly and only for university business.

The Psychology Department reviews the monthly telephone reports and students whose calls are in excess of \$10 per month will be asked to justify these calls

To make external telephone calls, you require a pin code. This pin code is the same as your photocopier pin code. All external calls made are then logged to your pin code.

To use the phone pick up the handset and dial the telephone number. If you are dialling an internal number, just dial the 4-digit number. For external calls, dial “#2” followed by your pin code, then “0”, then the required telephone number. To ring the switchboard, dial “9”.

The telephones in the PhD, DPsych and Masters rooms are set up so that you can ring local, mobile and STD phone numbers. Because the Department is required to pay for all outgoing external calls, the phone usage will be monitored. If it becomes excessive all external calls will be barred. ***So please use the telephone sparingly.***

If you are involved in research, practicum or tutoring in a subject that requires you to make external phone calls please contact Psychology Technical Services.

Security

The personal safety of staff and students on the USQ campus after hours is always a concern. Staff and postgraduates are requested to keep all external doors locked between the hours of 7.00pm and 7.00am weekdays, and all weekend. All ground floor windows should be secured before leaving. In addition, postgraduate students are warned not to leave valuables in locked offices.

University Security may be contacted on internal telephones by dialling 7120 or on external telephones by dialling 0412 716 838. In an emergency situation dial 2222 on internal telephones.

Appendix 1 details your workplace health & safety obligations and emergency contact numbers.

Stationery

Psychology Technical Services can supply you with basic stationery on request - University (postage-paid) envelopes of different sizes, pens, pencils, white board markers, overhead transparencies, pens, paperclips, thumb tacks, letterhead memoranda, paper, 'with compliments' slips, fax coversheets, suspension files and labels, index cards, notepads, folders, staples, and other odds and ends.

Mail

All internal mail will be placed in your mail box in W423A. If you are a new postgraduate student and you do not have a mail box, please see Psychology Technical Services. Please check your mail box regularly as important mail is placed there.

Incoming mail is delivered to the Department daily and outgoing mail picked up at the same time. Outward-bound mail should be posted in the appropriately labelled bag in the mailroom (Room W553). Incoming mail is sorted into the pigeonholes in the mailroom. Academic and administrative staff have individual mail boxes in Room W553.

The Department will cover the cost of postage for research and teaching-related materials. For research postage, including reply paid, please see Psychology Technical Services. ***USQ envelopes must not be posted from outside the Faculty***; 'postage paid' is only valid if the mail goes through the Faculty and University mail facilities.

Do not abuse the mail facility - anything not clearly Psychology-related will be returned to you.

Facsimiles

Postgraduates are permitted to send and receive faxes in situations of extreme urgency. Outward faxes will be charged to a departmental account and will require your supervisor's authorisation. See Melissa Jarick if you wish to send or receive a fax.

Sciences Fax Number: [07] 46 31 2721

Computing Facilities

**For all computer-related problems please contact:
ICT Help Desk: Ext: 1900**

The department has a number of computer facilities available to postgraduate students. All full-time on-campus PhD students are supplied with a computer. DPsych and Masters students have shared computer facilities in room W424. All the machines are networked and have access to a laser printer, the Internet and e-mail. There is also the Psychology computer laboratory (W426) to which postgraduates have 24 hour access, when it is not booked (check with Psychology Technical Services). The laboratory is fitted with 24 PC computers and a multifunction printer/scanner/photocopier.

If you own a laptop computer and would like to use it at the university, you will require a network adaptor for your laptop and Psychology will set-up your computer to access the network. The software and licences for the software on the laptop are the responsibility of the owner. ***The Psychology Department will not provide licences for laptop computers.*** If

you would like to use your laptop in the postgraduate rooms, please see Simon Fawell. ***However, laptop computers are not covered by University insurance, so you should ensure your personal insurance covers loss of the computer from University premises.***

All the computers in the postgraduate rooms and the Psychology computer laboratory (W426) are installed with the following software:

- Office
- SPSS
- AMOS
- Internet Explorer
- Endnote
- JMP IN.
- Acrobat Reader
- CD burning facilities
- Outlook (email client) not available in W426 but webmail is accessible

Computer Registration

As a postgraduate student, you need to fill out a science computer access form available from Psychology Technical Services (W419). This form takes about 2 days to process and then you will be able to logon to the Science network. This allows access to email, server home space, Internet, printing and other computer related services.

If you are away from USQ and you need to read your email, you can read your email from any computer connected to the Internet. If you require this facility, please see Psychology Technical Services for details.

In addition to the computers available within the Department of Psychology, there are a number of computer laboratories spread around the campus for student use. To find which laboratories are available, go to the following website:

<http://www.usq.edu.au/its/studentssupport/index.htm>

All students are given a dial-up account. If you have a computer and modem at home it is possible to connect to e-mail, news groups, Internet and the library. It will cost a local phone call if calling from Toowoomba or Brisbane. If you are calling from other places, the phone call will be charged at STD rates. To minimise the cost of calling STD you are able connect via a local ISP to USQ. To allow other students access and to stop some students monopolising the modem bank, there is a time limit. After being connected for 2 hr, the USQ modem disconnects your computer.

The details on how to set-up and use USQ Connect are on the following web page:

<http://www.usq.edu.au/usqconnect/brochure/index.html>

If help is required with USQ Connect, please contact the ICT Help Desk.

To logon to the computers on campus and via USQ modem bank, you use your student number without the last digit and the password is the password that is printed in the top right corner on your enrolment form. If you do not have your password you can get it from the ICT Help Desk.

Make sure you backup your work regularly.

**For all computer-related problems please contact:
ICT Help Desk: Ext: 1900**

Psychology Test Library

The departmental test library holds quite a large range of psychometric tests. These can be borrowed for a period of 24 hours by going to the test library (Room W419) between the hours of 8:30am and 4:30pm Monday - Friday. Please ensure that test materials are returned within 24 hours (unless you have approval for a longer period).

Printing & Photocopying

All postgraduate students are allocated a total of 1500 print or photocopies per semester (3000 copies per year) on the Psychology multi function unit in room W423A. Please only print or photocopy material related to your studies. The unit in this room operates on a key-number system that has to be entered on a panel before the machine will operate. A code will be issued to you after you complete the Science Computer Access Form. This form can be collected from Psychology Technical Services (W419). Please see Psychology Technical Services for paper for the printer and photocopier in W423A. You will receive a code a couple of days after submitting the form. To print or photocopy research related materials, see Mrs Susie Gibson.

All the computers in W424 and W425 can print to W423a. The printer in the computer laboratory (W426) is connected to all the computers in W426 and requires paper to be supplied. If you are going to use the computer laboratory, please take some paper with you from the postgraduate room.

Please only print or photocopy material related to your studies and ensure you collect it from the printer.

Academic Staff

(Also see the Psychology Department web site at <http://www.usq.edu.au/sciences/psychology/contact.htm>)

Head of Department: Associate Professor Tony Machin
Department Secretary: Mrs Melissa Jarick
Postgraduate Coordinator: Associate Professor Paul Bramston
Departmental Facsimile: [07] 4631 2721

**Majella Albion, BSc, BSc (Hons), PhD
Senior Lecturer**

Telephone: [07] 4631 1672
 Email: albionm@usq.edu.au
 Interests: Flexible work options, organisational change, career development, teaching and learning.

**Gavin Beccaria, BAppSc USQ, PGDipPsy (Hons) UQ, MPsych USQ MAPS
Lecturer**

Telephone: [07] 4631 2382
 Email: beccarig@usq.edu.au
 Interests: Mental Health and Social Problem Solving; Applied Clinical and Counselling Psychology; Health and Mental Health in Organisational Settings

**Paul Bramston, BA (Hons), MCLinPsy, PhD Deakin, MAPS
Associate Professor**

Telephone: [07] 4631 2932
 Email: bramston@usq.edu.au
 Interests: Quality of life, positive psychology, intellectual disabilities, environmental stewardship, child/adolescent mental health.

**Lorelle Burton, BAppSc, (Hons), PhD, MAPS
Associate Professor**

Telephone: [07] 4631 2853
 Email: burtonl@usq.edu.au
 Interests: Individual differences, spatial and visual imagery abilities, personality, approaches to learning, predictors of academic success.

**Steven Christensen, BEd, BEd (Hons), MAPS
Lecturer**

Telephone: [07] 4631 2707
 Email: christen@usq.edu.au
 Interests: Discursive psychology, conversational analysis, talk-as-interaction.

Des Coates, BSc (Hons), DPsych (Health)**Lecturer**

Telephone: [07] 4631 1457

E-mail: coatesd@usq.edu.au

Interests: Health psychology, the interaction between emotions and health, pain management, hypnosis.

Lucille Douglas, Ph.D Long Island University, NY, USA**Lecturer**

Telephone: [07] 4631 1620 (Toowoomba)

[07] 3470 4430 (Springfield)

Email: douglasl@usq.edu.au

Interests: Psychological assessment

Gerard Fogarty, BA (Hons), DipEd NE, PhD Syd, FAPS**Professor**

Telephone: [07] 4631 2379

Email: fogarty@usq.edu.au

Interests: Structure of intelligence, human factors, individual differences, psychology in sport, development of career interests, financial literacy.

Travis Gee,**Lecturer – Springfield Campus**

Telephone: [07] 3470 4416

Email: geet@usq.edu.au

Interests: Personal Projects Analysis and related social ecological forms of measurement, and their relation to well-being measures; Ecologically valid evaluation of counselling interventions; Men's issues; False memory syndrome and forensic analysis of evidence in recovered-memory cases; dissociative identity disorder; nonparametric analytic methods; innovations in meta-analysis technology; ipsative statistics.

Yong Wah Goh, BA NUS, BA (Hons) UQ, MA UQ, PhD UQ**Lecturer – Springfield Campus**

Telephone: [07] 3470 4420

Email: goh@usq.edu.au

Interests: Aetiological process of occupational stress and coping. Interactional effects of personality, gender, culture and organisational climate on stress and coping. The role of cognitive appraisal and coping in the process of stress. Training and development. The impact of martial arts on the cognitive and behavioural responses to stressors.

Liam Hendry, BSc, BSc (Hons), PhD, MAPS**Lecturer**

Telephone: [07] 4631 2711

Email: hendry@usq.edu.au

Interests: Long-term and short-term memory, measurement of human memory, attention, learning & diverse aspects of cognitive psychology.

Andrea Lamont-Mills, BA (Hons), PhD, MAPS**Senior Lecturer**

Telephone: [07] 4631 1703

Email: lamontm@usq.edu.au

Interests: Discursive explorations of health consultations; burnout in adolescent athletes; service delivery aspects in real-life health consultations.

Kate Lemerle, BSc(Hons)UNSW, BEd UNE, DipEd UNE, GDipHlthProm CurtinU, GDipSocEcol UWS, MAppSci(SocEcol) UWS, PhD QUT**Lecturer**

Telephone: [07] 3470 4498

Email: lemerle@usq.edu.au

Interests: Resilience (individual, family&community), Health Promoting Schools, organisational health, community sustainability, health psychology, positive psychology, life coaching.

Sue Littler, BA (Hons), UQ, Dip Psych, UTAS, PhD USQ, MAPS,**Clinic coordinator**

Telephone: [07] 4631 1645

Email: littlers@usq.edu.au

Interests: Clinical Psychology, including recovery in schizophrenia; long-term effects of early attachment issues in mental health populations; clinical training and supervision.

Tony Machin, BSc, BA (Hons), MA Qld, PhD, MAPS**Associate Professor**

Telephone: [07] 4631 2587

Email: machin@usq.edu.au

Interests: Topics in the area of occupational health and safety such as predictors of fatigue in drivers, measuring the impact of safety-oriented training, and the role of personality in explaining driver stress. Topics in the area of organisational psychology such as the role of organisational climate in predicting employees' attitudes and behaviour, and the determinants of effective training programs. Topics in the area of vocational psychology such as the link between unemployment and well-being, models of the factors influencing students' job search activities, and determinants of person-environment fit.

Annissa O'Shea, BA(Hons), DipPsy UK, MOrgPsy**Lecturer - Springfield Campus**

Telephone: [07] 3470 4417

Email: osha@usq.edu.au

Interests: early career skill and knowledge acquisition, generational differences in work/life expectations and values, perceived skill underutilisation, underemployment and well-being, psychological contracts, career development, work integrated learning.

**Nola Passmore, BA (Hons), PhD *Qld*,
Senior Lecturer**

Telephone: [07] 4631 1683

Email: nolapass@usq.edu.au

Interests: Issues relating to adoption. Interpersonal relationships, attachment, loneliness, social skills, and positive psychology (e.g., hope and forgiveness). Topics relating to the integration of psychology and Christian values/principles.

**Jeff Patrick, B.Beh.Sc (Hons), PhD
Senior Lecturer**

Telephone: [07] 4631 2898

Email: patrick@usq.edu.au

Interests: Economics of mental health, cost-benefits of human resources, personality, organisation psychology.

**Grace Pretty, BSc (Hons), MSc, PhD *Western Ontario*, FAPS
Professor**

Telephone: [07] 4631 1740

Email: pretty@usq.edu.au

Interests: Coping with trauma; Ecological relationships between community environments and mental health; factors related to environmental stewardship.

**Andrea Quinn, BBehSc(Hons), PhD, MAPS
Senior Lecturer – Springfield Campus**

Telephone: [07] 3470 4441

Email: quinna@usq.edu.au

Interests: Assessment and testing, individual differences, and experiential learning and reflective practice in professional development.

**Graeme Senior, BSc *Auckland*, PhD *New York*
Senior Lecturer – Springfield Campus**

Telephone: [07] 3470 4435

Email: senior@usq.edu.au

Interests: Assessment and testing; application of psychometrics to neuropsychology, clinical, and forensic psychology; personality assessment. Neuropsychology and brain-behaviour relationships.

**Gerry Tehan, BA (Hons), PhD *Qld*
Professor – Springfield Campus**

Telephone: [07] 3470 4476

Email: tehan@usq.edu.au

Interests: Role of long-term memory in retention, use of retrieval cues in long-term memory, interference effects in short-term retention, visual and auditory memory; individual differences in working memory.

**Peter Terry, BH (Hons), PGCE, MA, PhD Kent, MAPS, FBASES
Professor**

Telephone: [07] 4631 1681

Email: terryp@usq.edu.au

Interests: Mood and emotion, coach-athlete interaction, effects of music, meta-analysis, performance enhancement, psychology of injury, psychometrics.

Technical Staff

Room: W419

Psychology Test Library: W419 [Open from 9:00am – 4:30pm, Monday – Friday]

Facsimile: [07] 4631 2272

Ross Bool

Manager of Technical Services

Telephone: [07] 46 31 2388

Email: bool@usq.edu.au

- Coordinates research projects and technical requirements
- Manages Laboratories
- Experimental Coordinator

Ken Askin

Technical Developer

Telephone: [07] 46 31 1466

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- Software development for department research, teaching and technical services for PC & Mac
- Electronic/mechanical construction
- Web and web survey design

Simon Fawell

Technical Developer

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- Software development for department research, teaching and technical services for PC & Mac
- Electronic/mechanical construction
- Web and web survey design

Susie Gibson

Projects/Test Library

Telephone: [07] 46 31 1582

Email: gibsons@usq.edu.au

- First port-of-call on all technical matters (i.e., front desk)
- Test Librarian
- Technical advice on survey design and administration
- Support for research and thesis projects
- Room bookings.

Administrative Staff

Departmental Facsimile: [07] 4631 2721

Mrs Melissa Jarick
Departmental Support Officer
[Head, Department of Psychology]
Telephone: [07] 4631 2253
Email: jarick@usq.edu.au

Melissa's main duties involve her role as assistant to the Head of Department and contact person for the postgraduate programs. Contact Melissa if you have any queries regarding the postgraduate programs or staff whereabouts, or if you need to make an appointment with the Head of Department

Mrs Trish Keane
Administration Officer (Student Support), Psychology
Telephone: [07] 4631 2803
Email: sciences.enrolment@usq.edu.au
Room: W559

Trish should be your first port of call if you have any queries regarding your enrolment.

Mrs Margaret Duffy
Receptionist/Administrative Assistant, Faculty of Sciences
Telephone: [07] 4631 2094
Room: Front counter, 5th floor of W-Block

It is usually best to leave messages for staff via email or voicemail if they are not in their offices when you call. However, Margaret can assist with staff whereabouts and pass on messages.

Library Liaison

Ms Kaye Cumming
Sciences Library Liaison Officer
Rm: R240
Ph: [07] 4631 2672
Email: cumming@usq.edu.au

Kaye is happy to assist with library queries involving such things as databases, searching, resources, and difficulties in accessing materials. You may also wish to access material from the library link on the USQ homepage. The web address is <http://www.usq.edu.au/library/>

What are your Workplace Health & Safety obligations?

The Workplace Health & Safety Act 1995 imposes legal obligations on all persons who may affect the workplace health & safety of others by their actions or lack of actions. The Act covers the Obligations of:

- Employers
- Persons in control of workplaces (ie supervisors; academics in charge of a class etc)
- Employees and others

The USQ Workplace Health & Safety Policy and Procedures Manual states specifically that the obligations of **Students, visitors and others** have the following obligations at the University:

- to comply with instructions given by the University/Faculty for workplace health and safety;
- to use any personal protective equipment provided by the Faculty
- not to wilfully or recklessly interfere with or misuse any health and safety equipment
- not to wilfully place at risk the health and safety of anyone at the University
- not to wilfully injure themselves.

Penalties are substantial: the maximum penalty for a breach causing death or grievous bodily harm is **\$60,000** or **2 years imprisonment** for an individual; **\$500,000** for a corporation

Policies In The Faculty

The following are current Faculty WH&S policies which you will need to know and follow:

- Safety Inductions and Training of staff and Honours/Post Graduate Students;
- Children in Laboratories and Simulated Clinical Wards;
- Children in Computer Laboratories;
- Honours/Postgraduate After Hours Policy;
- Storage and Identification of Spiders;
- Dealing with Experimental Animals in Building Evacuations;
- Safety Boots in the Sciences Workshop.
- Chemical/Biological Laboratory Safety Policy & Procedures
- Safety in Simulated Clinical Areas
- Computer Laboratory Safety
- Manual Handling Policy & Procedures

Policies available at – <http://www.usq.edu.au/hr/usgsafe/>

Safety Contacts

Emergency Number	2222
Security	7120
Faculty Safety Co-ordinator (Kath O'Donnell)	2901
.....	0412174790

**UNIVERSITY OF SOUTHERN QUEENSLAND SAFETY PROCEDURES
FOR PSYCHOLOGY STUDENTS
DATA COLLECTION AND RESEARCH PROCEDURES**

When undergraduate or postgraduate students conduct research as part of their course, we need to ensure that all possible care has been taken to ensure the safety of any procedures involved. From time to time, a student may have a research project that does involve some health or safety risk (e.g., where physiological procedures are employed). Such studies would not be allowed to proceed until a safety plan has been set in place. However, other seemingly innocuous studies may also involve some element of risk. Therefore, we have put some procedures in place to ensure that all data are collected in a safe manner.

STAGE 1: RISK ASSESSMENT

At the proposal stage of your research, you must complete the Workplace Health & Safety Checklist in conjunction with your supervisor. Most studies will involve no, or minimal, risk. However, some studies pose more serious concerns. Depending on the outcome of your risk assessment, the following procedures should be followed.

STAGE 2: SAFETY PLAN

1. STUDIES INVOLVING SOME DEGREE OF RISK

If a study involves some degree of potential risk to the health or safety of researchers or participants (e.g., handling of blood products; use of certain types of mechanical or electronic equipment), a safety plan should be developed in conjunction with the supervisor, the Faculty Health and Safety Officer, and other relevant staff or members of the community. Ethical approval would be contingent on such a plan.

2. STUDIES INVOLVING NO, OR MINIMAL, RISK

Most studies conducted by psychology students do not involve serious health or safety risks. However, we need to be aware that a seemingly innocuous procedure could have unexpected effects. Therefore, the following procedures must be followed by all students.

Collecting Data on Campus During Office Hours (Weekdays 9.00 to 5.00)

- Experimental rooms can be booked through Psychology Technical Services.
- The student must advise the supervisor of the times when data collection will take place.

- If a problem arises during the data collection, the student must immediately contact the appropriate person depending on the nature of the problem (e.g., supervisor, the Faculty Health and Safety Officer, Psychology Technical Services, or Security).

- The student must contact the supervisor by phone or e-mail as soon as practicable after the completion of each phase of data collection so that the supervisor is aware of any pertinent issues.

Collecting Data on Campus Out of Office Hours

- The student must advise the supervisor of the times when data collection will take place.
- The student must arrange for another person to be present, or nearby, at the time of data collection. This person should be informed of the expected completion time of the data collection, so that he/she can raise the alarm if there is a problem.
- If a problem arises during the data collection, the student or their associate must immediately contact the appropriate person depending on the nature of the problem (e.g., supervisor, the Faculty Health and Safety Officer, or Security).
- The student must contact the supervisor by phone or e-mail as soon as practicable after the completion of each phase of data collection so that the supervisor is aware of any pertinent issues.

Collecting Data Off Campus

- The student must advise the supervisor of the times when data collection will take place.
- Students must arrange for another person to be present, or nearby, at the time of data collection. This person needs to be informed of the expected completion time of the data collection, so that he/she can raise the alarm if there is a problem. Students must avoid situations where they may be alone with a potential participant (e.g., interviewing people in their own homes, collecting data in deserted areas such as parks or wilderness areas, door-knocking in a local neighbourhood, collecting survey responses in a mall). If the student is collecting data in such settings, he/she must arrange for another person to accompany him/her. If data collection is taking place within an organisational setting (e.g., school, hospital), the student may liaise with a person from that organisation.
- If a problem arises during the data collection, the student or their associate must immediately contact the appropriate person depending on the nature of the problem (e.g., supervisor, the Faculty Health and Safety Officer, Security, police).
- The student must contact the supervisor by phone or e-mail as soon as practicable after the completion of each phase of data collection so that the supervisor is aware of any pertinent issues.

Supervisor's Responsibilities

- He/she must ensure that the student is aware of the relevant safety procedures for the type of data collection that is taking place.
- He/she must complete the Workplace Health & Safety Checklist in conjunction with the student at the proposal stage of the project. Where a study involves some risk, he/she must devise an appropriate safety plan in consultation with the student, the Faculty Health and Safety Officer, and other relevant staff or members of the community.
- He/she must be aware of the times when the student will be collecting data, and advise the student regarding any pertinent issues that arise in the course of data collection.

Note

Some of these suggestions may sound alarmist. From memory, we have never had a serious problem with data collection. We are just putting these procedures in place to ensure the safety of all of our students.

Relevant Contact Numbers

(N.B.) All students should have these phone numbers with them when collecting data).

Ms Kath O'Donnell (Faculty Health and Safety Officer)	4631 2901 (office hours) 0412-174790 (mobile)
University Security	7-120 (from internal phone) 4631 2871 (from outside phone) 0412-716838 (mobile 24 hours)
Emergency	2222 (from internal phone) 000 (from outside phone)
Psychology Technical Staff - W419	4631 1582 (from outside phone)