



Cairnmillar
INSTITUTE

School of Psychology
Counselling & Psychotherapy

Master of Professional Psychology
Course Information Handbook

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Welcome to Cairnmillar Institute

Congratulations on your success in obtaining a place in the Master of Professional Psychology degree. This course information handbook addresses many aspects of and requirements of the course. It should be read in conjunction with the following information handbooks:

- Research Information Handbook
- Placement Information Handbook
- Student Policies

If you do not have a copy you may access them from the School Learning Portal MOODLE via the school website, www.cairnmillar.edu.au

These handbooks provide all the information you need to successfully navigate your way through the different components of the course. If you find anything missing from these handbooks, please let us know.

The Cairnmillar Institute and staff wish to assure you of an enjoyable and rewarding professional experience.



Professor Ben Richardson,
Head of School

Dr John Ryan,
Coordinator, Master of Professional Psychology

The Cairnmillar Institute

The Institute was founded by Dr Francis Macnab in 1961. It was first based in South Yarra, then in Collins Street, and from 1982 its home has been 993 Burke Road, Camberwell. The Institute is an Australian Health Promotion Charity and non-profit body. It developed the first suburban family counselling and education centres in Melbourne at Blackburn, Syndal, Beaumaris and Doveton, pastoral care training programs and training programs of the first Citizens Advice Bureau in Melbourne.

The Institute was an early pioneer in training people in counselling and in psychotherapy. It broke through the strong walls of opposition to bring all the helping professions into specialised training in psychotherapy. It has conducted prevention programs in community organisations and for countless schools and churches across the nation and was the site for the development of Contextual Modular Therapy and analysis; an integrated form of brief and cost-effective psychotherapy.

The Institute's higher education programs are based on its critical and clinical experience and its constant interaction with clinical and research centres around the world. The courses are delivered by experienced practitioners and the Institute's approach to teaching is based firmly on practice with an emphasis on skills development.

Master of Professional Psychology

The Master of Professional Psychology prepares selected psychology graduates who have successfully completed an APAC accredited fourth year course in psychology, to gain the knowledge and skills to meet the core capabilities and attributes required to practice as a psychologist. The eight competencies include the knowledge and skills to research, analyse, articulate and synthesise psychology as a systematic body of knowledge. Students learn a range of evidence based psychotherapies and interventions, gain professional experience through 300 hours of supervised practice with a range of client groups and life-span issues. This includes gaining the experience and skills to administer and interpret a comprehensive range of psychological tests and assessments.

The aim of the course is to provide a general education in the professional practice of psychology, such that the graduate is eligible to gain registration as a provisional psychologist with the Psychology Board of Australia (PsyBA), via the '5+1 pathway internship model' for general registration with AHPRA. Students may also be registered psychologists seeking to upgrade their qualifications. This fifth year has been designed specifically to meet APAC and PsyBA guidelines for such courses. On completion, students are required to sit the National Psychology Examination.

Course Duration

One year full time

On completion of this degree, graduates will gain:

- Demonstrate the capabilities required for registration as a psychologist
- Analyse, articulate and synthesise psychology as a systematic body of knowledge
- Analyse, synthesise and critically reflect on psychological constructs, models and theories
- Administer and interpret a comprehensive range of psychological tests and assessments
- Demonstrate effective oral and written communication and critical thinking skills for different audiences
- Apply a range of evidence based psychotherapies
- Liaise and collaborate with other mental health and allied health professionals in a range of organisational contexts and applied settings

Entry Requirements:

Applicants must have successfully completed an (APAC) accredited fourth year course in psychology, and be eligible to hold provisional registration as a psychologist with the Psychology Board of Australia. Upon commencing the course, students must be eligible for provisional registration as a psychologist with the PsyBA, provide a copy of a current Police Check and a Working with Children Check. International students must have an IELTS score of 7.00 with a minimum in each band of 7.

Selection

For entry into the course, students are required to submit an application through the Apply Now page, with certified or original scanned copies of the following supporting documentation:

- Most recent academic transcripts
- A current curriculum vitae
- A 500 word personal statement outlining what factors have contributed to the application

- Proof of residency/citizenship (e.g. passport, birth certificate, or citizenship certificate)
- Two academic and one professional reference using the online HODSPA reference system. A guide on how to use the system is available here.

Successful applications will be invited to attend an interview with members of the School Teaching Faculty, providing students the opportunity to discuss any concerns they have about the proposed course of study.

Professional Standards

Australian Psychological Society “Code of Ethics” (2007)

You must have a thorough knowledge of this document which is available from the APS. It is reviewed and updated regularly and it is essential to remain abreast of any changes that are recommended. In addition to discussing ethical and legal dilemmas with your supervisor, the APS also has a *Professional Affairs* director who is available to members for consultation on such matters.

A full copy of the 2007 edition of the Code of Ethics can be obtained online at:
http://www.psychology.org.au/Assets/Files/Code_Ethics_2007.pdf

The major principles for ethical conduct include:

- A. Respect for the rights and dignity of people and peoples**
- B. Propriety**
- C. Integrity.**

Respect

For the rights and dignity of people and peoples, combines the principles of respect for the dignity and respect for the rights of people and peoples, including the right to autonomy and justice.

Propriety

Incorporates the principles of beneficence, non-maleficence, (including competence) and responsibility to clients, the profession and society.

Integrity

Reflects the need for psychologists to have good character and acknowledges the high level of trust intrinsic to their professional relationships, and impact of their conduct on the reputation of the profession.

Recognition of Prior Learning and Credit Transfer

Students applying for this program may enter into a process in which they may be granted credit or partial credit towards the qualification in recognition of previous experience where an equivalence of earlier learning can be established.

Credit transfer for an Australian Psychology Accreditation Council (APAC) course, is only applicable for recently completed APAC accredited postgraduate programs.

Credit or partial credit is not granted in recognition of knowledge or skills gained through work or life experience.

The granting of credit for placements on the basis of previous experience gained as a registered psychologist is not permitted by APAC.

Core graduate knowledge and skills

AQF specification	Level 9	Learning outcomes
Knowledge	Advanced theoretical and technical knowledge and skills for professional work as a registered psychologist	Ability to apply abstract ethical principles (derived from the Board indorsed Code of Ethics) to professional practice. To demonstrate knowledge pertaining to the 8 core competencies as specified by the Board of Australia in the areas of • Knowledge of the discipline • Psychological assessment & measurement • Interventions strategies in psychology • Communication & interpersonal relationships • Research & evaluation • Ethics, legal and professional matters • Working within a cross-cultural context • Practice across the lifespan
Skills	Cognitive, technical and communication skills to • analyse critically, evaluate and transform information to complete a range of activities • analyse, generate and transmit solutions to complex problems • transmit knowledge, skills and ideas to others	• Analyse, articulate and synthesize psychology as a systematic body of knowledge • Develop self-evaluation skills to increase their awareness of professional limitations • Analyse, synthesize and critically reflect on psychological constructs, models and theories • Administer and interpret a comprehensive range of psychological tests and assessments • Demonstrate effective oral and written communication and critical thinking skills for different audiences • Liaise and collaborate with other mental health and allied health professionals in a range of organisational contexts
Application of knowledge and skills	Demonstrate the application of knowledge and skills to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner	• Analyse, articulate and synthesize psychological constructs, models and theories pertaining to assessment and intervention. More specifically: - demonstrate the ability to administer, score and interpret an arrange of psychological assessment tools as a basis for diagnosis and differential diagnosis - demonstrate case conceptualisation and the development of intervention plans • Behave in ethically appropriate ways in their psychological practice in accordance with the requirements of their profession. • Reflect on their own personal functioning within the therapeutic relationship • Initiate, plan, implement, adapt and evaluate psychological interventions for various client groups across different settings to facilitate positive change • Integrate psychological theory and practice in diverse settings • Demonstrate research and analytical skills through the execution of a substantial research project

Core graduate skills

Students who satisfactorily complete the MPP will have achieved advanced knowledge and skills in the following areas of study:

- Demonstrate the capabilities required for registration as a psychologist
- Analyse, articulate and synthesise psychology as a systematic body of knowledge
- Analyse, synthesise and critically reflect on psychological constructs, models and theories
- Administer and interpret a comprehensive range of psychological tests and assessments
- Demonstrate effective oral and written communication and critical thinking skills for different audiences
- Apply a range of evidence based psychotherapies
- Liaise and collaborate with other mental health and allied health professionals in a range of organisational contexts and applied settings

Enrolment Conditions

Attendance

In order to show respect and courtesy for the lecturers, fellow students, supervisors and colleagues at practicum placements, it is important that you not only attend all of your commitments but also be punctual, and take an active role in class.

If you are unable to attend for a legitimate reason, please inform the relevant person as soon as possible, so that s/he may attend to other tasks. Students must attend 80% of all units. Students may apply to have a leave of absence for medical conditions, which will require a sick leave certificate from a GP or specialist. Other non-medical circumstances must be discussed with the Course Coordinator.

Regular non-attendance will not only jeopardise academic results but will also negatively affect any reference that may be required later on. In other words, it is imperative that you treat your study commitments as stringently as if it were full time paid employment.

Submission of Written Work

1. all assessment tasks must be prepared in Word
2. submitted via Moodle through the Turnitin software platform unless otherwise instructed
3. assessment tasks are then checked for plagiarism and receive a percentage score based on similarity.

Students must keep a copy of all submitted work. In circumstances where assessment tasks are mislaid, students must be able to provide another copy of the work. Students must keep copies of all their work until the formal publication of semester results.

Style Guidelines

Assignments and case studies should be clear and informative with spelling, grammar and punctuation being clear and in accordance with Australian Psychological Society usage. The format followed by psychologists is the American Psychological Association (APA) style. See Appendix A and <http://apastyle.apa.org/index.aspx>

Assessment Grades and Records

Students are expected to complete assessment requirements for all relevant units no later than the date scheduled in the subject outline. This is distributed at the beginning of each semester, or at the commencement of the unit.

The Student Portal PEPi lists all assessment requirements for each unit that you are enrolled in. As your lecturer submits results these will be entered onto PEPi and you can check your progress. Please let the lecturer know if there are any discrepancies.

Students are required to read and familiarise themselves with the Assessment Tasks and Marking Guides Policy, which is published on the student portal, Moodle.

Extensions

An extension may be granted for assignments where there is objective evidence of unexpected disruptions in the student's available work time. Applications must be made on the appropriate form before the due date, and given to the Unit Co-ordinator. An extension is valid only after it has been signed by the Unit Co-ordinator. Supporting evidence may be required.

Word Limit

At the discretion of the Head of School, assignments that exceed the word limit by more than 10% could attract a marking penalty of 10% of the marks that would otherwise have been awarded. Assignments that exceed the word limit by 25% or more may attract a higher penalty, including a cap on the maximum grade awarded, unless a student gains an exemption. For example, an assignment with a limit of 2000 words will be marked down by 10% if there are more than 2200 words. If there are 2500 words or more, the maximum result that may be awarded is an H2B.

Discretion

A student may be permitted to exceed the word limit if the work is genuinely outstanding and original, and permitting a student to do so does not disadvantage other students who were required to conform to the word-limit. A student must seek advice before submitting an assignment that is well over the limit.

Late Submissions

Assignments submitted after the due or extended date may lose 10% of the maximum available marks. Thus an assignment marked out of 20 could have (2) marks deducted. Further penalties may be incurred according to the lateness of the submission.

Late Submission of In-Class Tasks

Tasks that are required to be completed and/or submitted in-class, such as class presentations must be submitted on the date of the class presentation unless a student has been awarded an extension. The penalty for late submission of in-class tasks is usually 100% of the mark.

Return of Assignments

Assignments can be collected from reception four weeks after submission. Otherwise, the School requires students to staple an appropriately stamped self-addressed A4 envelope to submitted work for direct return of assignments to students.

Samples of Work

Samples of students work may be taken for purposes of course accreditation. In all cases anonymity will be preserved. If you object to your work being copied for this purpose you must advise the lecturer in charge of the unit when submitting assignments.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a process where a student may be granted credit or partial credit towards a qualification in recognition of previous experience. Following Australian Psychological Accreditation Council (APAC) guidelines, only recent postgraduate formal training will be recognised as prior learning in relation to this course. Credit or partial credit towards a qualification cannot be granted in recognition of skills and knowledge gained through work experience and/or life experience.

Marking scales and grade definitions:

Percentage Range

0-49 Fail, not satisfactory

Where a student fails a subject, all failed components of the assessment must be double marked

50-59 Pass, satisfactory

Completion of key tasks at an adequate level of performance in argumentation, documentation and expression.

60-69 H2B Second-class honours level B, good

Good understanding of key ideas; sound analytical skills possessed, well-presented, researched and documented assignments.

70-79 H2A Second-class honours level A, very good

Average or better than average work, with solid research, perceptive analysis, effective preparation and presentation. Scholarly presentation, thoroughly researched and well argued. Complex understanding of subject matter, subtle argument and analysis is evident

80-100 H1 First-class honours, excellent.

Superior analysis, comprehensive research, sophisticated theoretical knowledge of methodological approach, impeccable presentation – work that is (in at least some respects) erudite, original, exciting or challenging.

Marks of 90 per cent or above are rarely given and are for exceptional work. They are validated by double marking.

Plagiarism and Collusion

It is the responsibility of all students to access, read and familiarize themselves with the Institute's Policies and Procedures. These are published on the student portal, Moodle.

Plagiarism, Collusion and Recycling Definition:

"Plagiarism" occurs when a student presents as their own work the thoughts, ideas, findings or work of another person or persons, without due acknowledgement of the source.

"Collusion" occurs where a student works with others, without permission, to produce work which is then presented by individual students as their separate assignments and/or where the work is almost identical or mostly the work of one of them. Collusion is a form of plagiarism.

“Recycling” means the submission for assessment of one’s own work, or of work which is substantially the same, where:

- a) The work has previously been counted towards the satisfactory completion of another unit of study credited towards another qualification; and
- b) The Lecturer-in-Charge has not granted prior written consent for the student to reuse the work.

Investigation and resolution of any allegation of plagiarism, collusion or recycling

Any allegation of plagiarism, collusion or recycling will be investigated and resolved according to the Institute policies and procedures. These are published on the student portal Moodle.

Policies and Procedures

It is the responsibility of all students to access, read and familiarize themselves with the Institute’s Policies and Procedures. These are published on the student portal, Moodle.

Copyright

Please see Australian Copyright Council's website for full information on this topic:

<http://www.copyright.org.au/>

Professional Standards

All students should develop a thorough knowledge of the APS Code of Ethics (2007)

http://www.psychology.org.au/Assets/Files/Code_Ethics_2007.pdf

It is reviewed and updated regularly and it is essential to remain abreast of any changes that are recommended. The APS also has a *Professional Affairs* director who is available to members for consultation on ethical matters.

The major principles for ethical conduct include:

A. Respect for the rights and dignity of people and peoples

B. Propriety

C. Integrity.

Respect for the rights and dignity of people and peoples, combines the principles of respect for the dignity and respect for the rights of people and peoples, including the right to autonomy and justice.

Propriety, incorporates the principles of beneficence, non-maleficence, (including competence) and responsibility to clients, the profession and society.

Integrity, reflects the need for psychologists to have good character and acknowledges the high level of trust intrinsic to their professional relationships, and impact of their conduct on the reputation of the profession.

Personal Counselling

There are many advantages to having undertaken one’s own personal counselling and therapy even though it is not a mandatory requirement to being registered as a psychologist in Australia.

Most people at some time during their lives will have the need of professional psychological support. As a developing professional, it is not only important to have experienced sitting in

the client's chair but also to have an awareness of your own vulnerabilities and how these may impact upon or influence your own work with clients.

One may obtain (private) therapeutic benefit from supervision but this is not to be confused with the therapeutic process. As such, there may be times when your supervisor suggests that an issue may be worth exploring with a therapist. It is important to hear this in a **supportive framework** and not as a criticism of your own capabilities. Some training programmes (both nationally & internationally) require the trainee to undertake their own analysis or therapy before s/he can complete and graduate from the course.

Student Support, Counselling and Wellbeing

Counselling for Students

Ms Marilyn Cobain is an external psychologist and counsellor, who provides impartial support and counselling to students. She is normally able to provide up to three sessions per year at no cost. Further sessions would require private payment or a mental health care plan. She is based in South Yarra.

You can contact her directly at: studentcounsellor@cairnmillar.edu.au or 0419 648 687.

Academic Support

Students who are experiencing difficulties which may impact their studies, are encouraged to speak to their lecturer and/or course coordinator. Cairnmillar can offer onsite support to assist with assignment/essay writing, referencing, time management and study strategies.

Appointments with Dr Ray Jeanes for assignment/essay writing or Ms Mary Turnbull for APA referencing can be made through Reception or by telephoning 9813 3400.

The Desk (online student support)

[thedesk](https://www.thedesk.org.au) aims to support Australian tertiary students to achieve mental and physical health and wellbeing. Being a student can be a challenging time and many students do not access support services for a range of reasons including time pressures, not knowing where to go for help and feeling embarrassed. Providing resources online means that more people will be able to get help to improve their wellbeing and be able to study more effectively. thedesk offers free access to online modules, tools, quizzes and advice.

<https://www.thedesk.org.au/login>

Fee Help

Information regarding the payment of fees can be obtained from the Academic Registrar. Domestic students who are eligible for FEE-HELP need to submit the provider copy to Cairnmillar. International and up-front paying students need to pay by the dates outlined on the fee schedule on the education website.

Termination of Enrolment

Cairnmillar reserves the right to terminate a person's enrolment in a course if the student:

- fails to meet the complete assessment tasks breaches the Institute's privacy and ethical conditions
- exceeds the maximum or negotiated time for completion of the course, or
- other conditions as specified in the enrolment application.

Graduation

To be eligible to have the relevant qualification awarded, a student must:

- comply with all the Institute Policies and Procedures;
- pay all relevant fees and charges;
- complete all requirements prescribed for the course at least at a PASS level;
- Have all placement documentation up to date and signed off and electronically scanned for archiving.

The appropriate awards are given on satisfactory completion of the course. These are presented at a special annual ceremony or given (posted) directly to students for a fee.

Library Services

The Library at the Institute is a specialist library resource, aimed at the curriculum requirements of the students, psychological research, and clinical psychology. The Library contains a mix of resources, representing modern psychological thought, research and learning, as well as a substantial collection of classic writings in the field of psychology, including original works of Freud, Albee, and many other pioneers of psychology.

The Library is accessed via the student portal – Moodle. Using this path, students may access the Library, and search for relevant books, theses, and psychological tests. All materials held in the library (excluding the reference area) are available for a 2 week loan period. Students may borrow up to 5 items at a time. The Library site also contains a range of information also including links to bookshops, interesting sites, and accessing other sources.

Access is also available through the student portal to EBSCOHost. Cairnmillar subscribes, through EBSCOHost, to PsycINFO, PsycARTICLES, Medline Complete and the Psychology and Behavioural Sciences Collection, which together provide a comprehensive coverage to literature on psychology, behavioural sciences, medicine, and associated topics. Between these databases, Cairnmillar students have access to full text material from approximately 2,300 journals, plus abstracts from over 2,500 journals, so the databases are most comprehensive in depth and coverage of the fields.

Additionally, students can access a range of services online, including Google Scholar and academia.edu to locate materials and to share research interests with other researchers and academics.

Mary Turnbull, the Librarian is available Tuesday – Friday. Students and staff are able to meet with Mary to gain research and informational assistance in all facets of their learning, research and clinical requirements. This includes individual sessions in developing literature searches relevant to their research proposal, using databases, and locating full text materials. Mary can also assist with a range of other issues including referencing, and writing citations.

The Library is open Monday – Friday, during office hours. The Library also has computer terminals, and a photocopier/printer for student use. Students can access the photocopier/printer by buying copy credits from Reception.

Computer/Moodle/Printer Access

There are two areas of computer access - the library and the computer lab on the first floor at Camberwell. Each student will have their own personal 'Home Drive' (H:\) which can be accessed across all the student computers. There are two main printers; the library and the computer lab printers. They will both be mapped to student profiles. By default each student starts off with a balance of \$10. If students run out of print credits, staff will not print items.

Please see reception to recharge your account to continue printing. In the event of print failure or printing issues please see our IT department.

All students will be assigned a username on enrolment. This provides access to the Network, Email, Moodle and Wi-Fi logins. Student email can be accessed either by using Outlook when logged into the Network or from the Institute EDU website, which can be accessed at any time. Student will use their assigned email login and password.

Moodle provides enrolled students with course outlines, forms and other resources as well as up to date news and alerts. It is accessed via the EDU website by going to the 'Student Portal' link located at the top of the webpage.

Special Consideration

Students who fail a unit and/or a placement and/or a research unit will be subject to the Academic Progress and Show Cause Policy. The policy can be accessed on MOODLE.

Special consideration will normally be granted for any situation that is outside the student's control and that substantially hampers the student's ability to complete the assessment. This must be indicated in a letter outlining the special consideration request and should be forwarded to the Head of School, The Cairnmillar Institute, Academic Organisational Unit (AOU).

There must be independent evidence that such an event has occurred (for example, a medical certificate). A medical certificate should include the medical practitioner's finding regarding the impact of the illness or the event. Consideration will not be granted if appropriate documentary evidence is absent.

The Institute has a number of policies that relate to enrolled students. All students should become familiar with these policies. They have been uploaded onto MOODLE.

Course Structure & Credit points

The Master of Professional Psychology (MPP) program has been designed to be completed on a full time basis in one year. Part time completion of the MPP course is not recommended. If in exceptional circumstances, part-time enrolment is allowed. It is expected that this will be completed in no more than 3 years. The course outline is as follows:

Unit Code	Unit Title	EFTSL	Type
Intensive Week			
GIP1	Interpersonal Process and Workplace Practices	0.125	Intensive Workshops
Semester 1			
GPE1	Professional Practice Issues	0.125	Class
GCB1	Cognitive Behavioural Interventions	0.125	Class
Semester 2			
GDT1	Psychological Assessment, Diagnostic Testing and Interview Competencies	0.125	Class
GHP1	Health Psychology	0.125	Class
GPP1	Introduction to Psychology Practice	0.125	Class
Full Year			
GPL1	Supervised Placement 1	0.125	Group & Individual Supervision
MPW2	Research Project	0.125	Individual Supervision

Course Details: 100 total credit points

Coursework : 75 credit points or 75% of the course

Practical Placement: 12.5 credit points or 12.5% of course

Research: 12.5 credit points or 12.5% of course

Course Work Units

Each of the units of study is detailed below. *Please note:* (1) Students must pass all units before being allocated a field placement. (2) Students must pass all units including placements before being eligible to graduate.

Semester 1

▪ Interpersonal Processes & Workplace Practice (GIP1)

This unit includes a series of workshops prior to commencement of semester one, that aim to provide the foundation skills required for practice as a generalist psychologist. The includes counselling skills, conducting the first interview, writing case studies, undertaking risk assessments and the mental status examination. The “Workshop Series” will require formal in-class assignments; video assignment and formal examination. The successful completion of GIP1 will require attendance at the Workshops and completion of any active learning assignments that will be set within each workshop.

Moreover, the objectives of the Workshops and the associated assessments are to provide the necessary foundation in the fundamental competencies / capabilities that are needed in order for you to engage in ‘work placements’. These workshops and the associated assessments involve a focus on the specific competencies/ capabilities (including: Knowledge of the Discipline, Assessment, Intervention, Communication & Interpersonal Relationships) as outlined within the supervision guidelines provided by Psychology Board of Australia.

▪ Professional Practice Issues (GPE1)

This unit focus on the knowledge, competencies and skills required to practice as a provisional and psychologist (i.e., as a ‘generalist’ psychologist) within the designated professional ethical, legal and professional and ethical standards as set down by the profession. It critically reviews current debates and controversies associated with privacy and confidentiality, duty of care, protection of the public and other professional practice issues.

The unit requires the student to undertake a critical examination of case studies of professional situations and ethical dilemmas in contemporary psychological practice. Students are taught the personal and professional competencies and attributes required to practice ethically and legally as a ‘generalist’ psychologist. This includes the National Practice Standards for the Mental Health Workforce; and practice management, storing and accessing psychology files and record keeping.

The unit develops the knowledge of the main provisions and awareness of when to consult relevant legislation contained within the State and Commonwealth Acts and Regulations of Parliament as the pertain to psychologists’ work. It also covers National Practice Standards for the Mental Health Workforce.

▪ Cognitive Behavioural Interventions (GCB1)

In keeping with the definition of ‘intervention strategies’ contained within the Supervision Guidelines provided by the PBA, ‘intervention’ involves activities that promote, restore, sustain or enhance function and is based on formulation of the presenting problems. It is informed by psychological theory of individual and systemic change and evidence based practice and is guided by professional ethics and standards of practice.

In keeping with the aim of the MPP course being the preparation of 'generalist psychologists' the objectives of this unit includes a focus on a range of intervention approaches for both individuals and groups that include:

- Core counselling skills (rapport building, active listening, empathic responding, reflection, questioning, summarising, finding solutions, closure);
- Establishing professional relationships
- Identifying the nature and documented efficacy of the interventions required
- Justifying the link between psychological formulation and intervention
- Designing, planning, implementing a range of professionally recognised preventative, developmental or remedial interventions
- Ongoing monitoring, evaluation, and modification of the intervention

More specifically, this unit focuses on the interventions and techniques of cognitive behavioural, mindful based therapy, behavioural therapy, internal process and solution focused models that can be applied by generalist psychologists. It begins with an overview of the basic principles of the approach and a history of the development of cognitive therapies and introduces the varied theoretical approaches that have evolved. Students will gain a practical introduction to the major intervention techniques and the skills necessary to both apply and integrate these interventions and strategies when counselling individuals, adolescents and children.

In addition the unit will focus on case formulation and skills, such as cognitive restructuring, relaxation techniques, thought stopping and graded exposure. A critical assessment will also be made about pitfalls of the approach and its effectiveness in treating depression and other common presenting issues. Assessment will include the preparation of case studies which demonstrate that the student has gained sufficient competence in psychological interventions.

Semester 2

▪ Psychological Assessment, Diagnostic Testing and Interview Competencies (GDT1)

This unit focuses on the principals and methods of psychological assessment from a generalist perspective. It focuses on the knowledge, competencies and skills required for assessment, treatment planning and outcomes for particular presenting issues. The unit provides practical experience in the selection of assessment methods, administration, scoring, interpretation, and profile analysis obtained from common psychometric instruments. The tests studied and administered include intelligence, social, cognitive skills, personality, anxiety, depression, stress, educational and vocational abilities and interests and other related behaviours.

Within GDT1 assessment is presented as an ongoing, interactive, and inclusive process that serves to identify, describe, conceptualise and formulate presenting issues. In keeping with the PBA supervision guidelines, assessment is defined as a fundamental process interwoven with most other aspects of professional practice and is seldom the sole focus of a psychologist's work. The GDT1 unit also emphasises that assessment not only focuses on dysfunction but also function. In being a generalist course, the GDT1 looks at assessment from the clinical/ psychopathology perspective as well as from a positive psychology perspective. The objectives of this course centre on demonstrating skills and knowledge in conducting systematic psychological assessments (including observation, interview and psychological testing) and applying this knowledge to problem formulation. In keeping with the generalist nature of this unit, assessments will cover a broad range of different age groups and presenting issues. The assessments covered within this unit include: interview, questionnaires, systematic observation, history taking, and test administration.

This unit has a particular focus on skills required to administer, score, and interpret the Wechsler Intelligence Scales (WPPSI, WISC & WAIS); and the Wechsler Memory Scale and Children's Memory Scale.

Issues of reliability, validity and the psychometric evaluation of tests will be considered as will the skills required to report on the results of assessments in written and oral form. The ethics involved in the use and interpretation of psychological tests and test scores will be learned. The objectives also include demonstrating skill in writing an informed, succinct, valid and well organised psychological report.

▪ Health Psychology (GHP1)

This unit focuses on the practical training, counselling skills, interventions and education strategies required to practice in the field of health psychology. As such this unit provides for the preparation of generalist psychologists. It begins with an overview of the theory underpinning psychological factors in health and illness. It will have as its focus a critical analysis of recent research into the biopsychosocial factors and their impact on common presenting issues such as sleep disorders, chronic pain, somatoform disorders, stress and eating disorders.

Students are taught the theoretical basis and clinical application of a range of therapeutic approaches, including stress management, relaxation and emotion focused counselling techniques. The aim is to prepare students to understand and manage the impact of physical health issues and the importance of health promotion and education in community-based counselling organisations and in public and private psychological practice.

Full Year

▪ Supervised Placement 1 (GPL1)

The Structured Observation Placement (SOP) is two (2) weeks in duration at an agency and or school the student has elected to pursue for Placement A. The purpose of SOP is to assist students gain knowledge of placement protocols at that particular site as well as the gain personal understanding of their expectation whilst on placement. This is largely in reference to administrative, educational, organisational and supervision matters. SOP is also intended to focus students on approaches to gaining information from clients, teachers, and parents that will inform as to the needs of the client.

Once the two weeks are completed, the student can resume their placement (Placement A) in a more formal sense working with a client group.

Please note: Information on Placements and the Course Requirements are provided in the Master of Professional Psychology Placement Information Handbook.

As students are enrolled on a term basis, there will be hurdle requirements to ensure you receive a satisfactory for your academic record. Please read your placement information handbook carefully.

▪ Research Project (MPW2)

This unit requires the student to plan and execute a substantial research-based project. In this context, students are required to research a current agency program / issue on hand. This will involve the undertaking of a scholarly review which indicates understanding of the relevant literature. Moreover, through the execution of this project, students will develop analytical research skills in relation to their enquiry.

Please also refer to the Research Information Handbook.

Summer

■ Preparation for Psychology Practice (GPP1)

This unit focuses on developing an awareness of the relationship between the components of psychological practice and the actual requirements of a place of employment. Students are taught the necessary skills to assess the needs of an organization in relation to the fundamental components of psychological practice.

Students will be required to prepare section F of the Internship Program Plan (INPP-76) (as part of their final assessment) from a Position Description that will be provided.

Core Competencies of MPP

'Core competencies' is defined by the Psychologist Board of Australia in terms of eight capabilities.

These competencies include:

1. Knowledge of the discipline
2. Ethical, legal and professional matters
3. Psychological assessment and measurement
4. Intervention strategies
5. Research and evaluation
6. Communication and interpersonal relationships
7. Working within a cross-cultural context
8. Practice across the lifespan

The course-work component of the Master of Professional Psychology provides for training and assessment tasks relating to each capability. Moreover, it provides the opportunity for students to gain the knowledge and fundamental skills required to demonstrate sufficient competence in the defined capabilities.

'Sufficient competence' as defined by the Psychologists Board of Australia means having the understanding and proficiency in the capabilities.

The MPP program involves two interrelated but distinct components:

1. Course-work units and a series of workshops within GIP1 (Interpersonal Processes and Workplace Practice)
2. Evidence Based Practice / Supervised Placement

The eight psychological practice capabilities are addressed within each of the course work units. For example the unit **GDT1: Psych Assessment, Diagnostic Testing & Interview Competencies** addresses, to varying degrees, the following clinical capabilities:

(1) Knowledge of the Discipline, **(2)** Psychological Assessment, **(3)** Intervention strategies, **(4)** Ethical, legal and professional matters, **(5)** Research and evaluation, **(6)** Communication and interpersonal relationships, **(7)** Working within a cross-cultural context, **(8)** Practice across the lifespan

Specific reference is also made to the Unit GIP1: **Interpersonal Processes & Workplace Practice** which is designed to provide the foundation clinical skills required for psychological placements. The workshop topics include:

1. Workplace Education: Professional requirements & relationships
2. The Clinical Interview & Note taking
3. Managing Risk Assessment & Crisis Presentations
4. Basic Counselling Skills (1)
5. Basic Counselling Skills (2)

6. Working with Children

Overall, students need to demonstrate that they have achieved the competencies expected of pre-practice level. At the completion of the unit the student should demonstrate the following knowledge and capabilities:

(a) Knowledge of the Discipline

Overall knowledge of the discipline underpins all of the other capabilities and includes knowledge of psychological principles, professional ethics and standards, theories of individual and systemic functioning and change, dysfunctional behaviour, psychopathology, the cultural bases of behaviour and organisational systems.

Competent level of knowledge of at least:

- relevant psychological theories and models;
- able to access and critically analyse published empirical findings supporting the scientists-professional model of education and training

(b) Ethical, Legal and Professional Matters

Understand so as to behave consistent with the legal requirements and codes of conduct relevant to psychologists, especially:

- State, Territory and Federal Codes of Behaviour for Psychologists and statements of Clients' rights;
- the Australian Psychological Society's Code of Ethics and Ethical Guidelines;
- appropriately clarifying and negotiating the role and responsibilities as a provisional psychologist;
- Self-evaluation or self-assessment skills, including identification of the limits of one's professional experience;
- Ability to apply ethical principles to ethical dilemmas.

(c) Communication and Interpersonal Relationships

The capacity to convey, appraise and interpret information in both oral and written formats and to interact on a professional level with a range of client groups and other professionals, including:

- able to undertake a risk assessment and a mental status examination;
- the ability to be competent in basic counselling skills
- the ability to conduct a first session with an adult client
- the ability to communicate, interact and liaise for a range of purposes with other professionals (e.g., discussing research with other professionals; discussing relevant psychological services with clients, potential clients);
- demonstrate the ability to develop knowledge of theories and empirical data on professional relationships, such as:
 - » interpersonal relationships;
 - » power relationships;
 - » therapeutic alliance;
 - » interface with social psychology;
- more specific knowledge of the fluctuations of the therapeutic/professional relationship as a function of intervention setting; and
- competent level oral communication and interpersonal skills in communicating effectively with clients, other psychologists, other professionals, the community;

individuals, small groups and agencies from varied cultural, ethnic, religious, social and political backgrounds, including:

- » rapport building skills
 - » Professional personal presentation
 - » Seeking out and understanding information
 - » Personal and professional boundaries in communications
- Competent written communication, including the ability to write, in an organised fashion, case notes and case reports:
 - » Which are informed, succinct, accurate, lucid and well organised;
 - » Taking into account the reason for the writing of the report and the intended audience

Policy concerning students who are ‘at risk’ of failing

Marks and grades are entered for each unit a 5th Year student is enrolled in. If the student has failed the unit and supplementary work is either not warranted or else not adequate when it is received, then the student fails the unit.

If a student fails a unit, they may repeat by paying for and enrolling in the counselling workshop and doing another video. It is a requirement for placement that students pass the counselling and psychological assessment units.

If a student fails or is at risk of failing more than one unit, then a ‘show cause’ meeting is to be scheduled.

Appendix A – APA Referencing

WHAT IS REFERENCING?

Referencing is the correct acknowledgement of the resources you have used in completing any work done. This means that you must include In-Text Citations and a Reference List which includes each resource used. Accurate referencing is an essential part of avoiding plagiarism.

WHAT IS THE CAIRNMILLAR RULE?

Cairnmillar Institute expects all students to submit work that acknowledges the work of others, through correct referencing using the APA Style, located in the *Publication Manual of the APA 6th edition*.

DO YOU NEED TO INCLUDE REFERENCES FOR ALL RESOURCES USED?

You must cite and provide a reference for any material used which is not of your own creation. For example, if you were writing a case study, you would need to include references for:

- any psychological theories used in conceptualizing the case;
- any tests used in assessing the client;
- any diagnostic resources used (e.g. the DSM-5); and for
- any resources used to inform an evidence based treatment plan (such as treatment guides and journal articles).

THE GOLDEN RULE:

It is better to include an unnecessary reference than to not reference a resource which should be referenced. If in doubt, cite!

IN-TEXT CITATIONS

Every time you include an idea not of your own creation in a work you must include an in-text reference. These in-text references can take many forms, as shown below:

Citing a source:

Smith (2013) found that... (This is a citation within text)

It was found that... (Smith, 2013) (This is a parenthetical citation)

Quoting a source (less than 40 words):

Smith (2013) suggested that "... (p. 321)

It has been suggested that "... (Smith, 2013, p. 321)

Quoting a Source (more than 40 words):

It has been suggested that:

This is a block quotation...(Smith, 2013, p. 321)

REFERENCE LIST

At the end of every piece of work you must include a reference list. This includes the bibliographic details of each resource used in the completed work. The reference list should be in alphabetical order and must include every resource used in the completed work.

Journals, magazine, and newspapers:

Author, A.A., Author, B.B., & Author, C.C. (year). Title of Article. *Title of Periodical*, Volume, Page Number-Page number. doi:xx.xxxx (only for online journals)

Eg: Smith, J.S., Black, A.N., & Jones, S.H. (2013). A journal article. *A Psychology Journal*, 14, 321-345. doi:12.1234567

Books:

Author, A.A. (year). *Title of book*. Publishing Location: Publisher

Or (for edited books)

Editor, A.A. (Ed.). (year) *Title of book*. Publishing location: Publisher

Chapters in Books:

Author, A.A., & Author, B.B. (year). Title of chapter. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of Book* (pp. page-page). Publishing location: Publisher

In-Text Referencing works with Multiple Authors

- One Author: Smith found... (2013) or (Smith, 2013)
- Two Authors: Smith and Black found... (2013) or (Smith & Black, 2013)
- 3-5 Authors: First use Smith, Black and Jones found... (2013) or (Smith, Black, & Jones, 2013)
- Further citations Smith et al. found ... (2013) or (Smith et al., 2013)
- 6+ Authors: Smith et al. found... (2013) or (Smith et al., 2013)

In-Text Citations of Multiple works

Often you will find that you have multiple resources supporting the same piece of information. In these cases you should cite all of the works you have found. These works should be cited in alphabetical order within one set of parentheses, as shown below:

(Biggs, 2005; Smith and Jones, 2013; Smith et al., 2013)

The works should be cited in the same order as they appear in in the reference list, regardless of the use of et al.

COMMON ISSUES

- In a journal title, capitalise the first letter of the first word, and thereafter each main word (not: a, the, of).

- In a book title OR in a title of an article, capitalise only the first word of the title, and the first word of a subtitle, unless the words are proper nouns or abbreviations ie. WAIS.
- In a journal reference, italicise the title of the journal and the volume number.
- In a book reference, italicise the title of the book only.
- A reference always ends with a full stop.
- The publishing location always goes before the name of the publisher.
- Include only the author's initials, not their full names.
- Do not include the author's titles such as DR or qualifications such as MAPS.
- Include a comma after each author—even before the & sign.
- When quoting a chapter from a book, remember to include the page numbers.

RESOURCES AND HELP

Copies of the APA Referencing Manual are in the Library, and there is a very good website at <http://www.apastyle.org/> The Cairnmillar Librarian is a useful resource.

Appendix B - Online Journal Access

Using the provider EbscoHOST, the Institute Library subscribes to 4 databases which together, provide a comprehensive coverage to literature on psychology, behavioural sciences, medicine, and associated topics. Access to these databases is through Moodle, and then selecting the EbscoHOST icon. Between these databases, Cairnmillar students have access to full text material from approximately 2,300 journals, plus abstracts from over 2,500 journals, so the databases are most comprehensive in depth and coverage of the fields.

The databases are:

- **PsychARTICLES** - from the American Psychological Association (APA), is a source of full text, peer-reviewed scholarly and scientific articles in psychology. It contains more than 153,000 articles from nearly 80 journals published by the American Psychological Association (APA), and associated publications.
- **Medline Complete** - provides authoritative medical information on medicine, nursing, dentistry, veterinary medicine, the health care system, pre-clinical sciences, and much more. *MEDLINE Complete* searches citations from over 5,400 current biomedical journals. *MEDLINE Complete* is also the world's most comprehensive source of full text for medical journals, providing full text for over 1,800 journals indexed in MEDLINE.
- **Psychology and Behavioural Sciences Collection** - is a comprehensive database covering information concerning topics in emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational & experimental methods. This is the world's largest full text psychology database offering full text coverage for nearly 400 journals.
- **PsychINFO** – is the APA's resource for abstracts of scholarly journal articles, book chapters, books and dissertations. It is the largest resource devoted to peer-reviewed literature in behavioral science and mental health, with ninety-nine percent of the covered material peer-reviewed. *PsycINFO* contains over 3.3 million citations and summaries, and the journal coverage, which spans from 1800s to present, includes international material selected from around 2,500 periodicals in dozens of languages.

When using databases, be mindful that not all databases have access to full text articles. Also, articles that have been published within the last 12 months are generally embargoed, and are therefore not available in full text format from the database search. It may mean that if the article is crucial to your research that you may need to pay for it to get it online.

Free additional sources for getting articles include using GOOGLE SCHOLAR.

The secret to locating relevant materials, is undertaking a search that accurately reflects the topic, and which uses correct terminology and searching skills. The reason that many students are unsuccessful in locating articles, is because they do not search correctly or thoroughly. Notes to searching databases, and advanced searching techniques are available in the library.

If you need help or guidance using databases, please visit Mary in the Library office.