



Guidelines for 4+2 internship programs for provisional psychologists and supervisors

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Definitions

In these guidelines, unless inconsistent with the context or subject matter:

AHPRA means the Australian Health Practitioner Regulation Agency established under the National Law.

Board means the Psychology Board of Australia established under the National Law.

Client – means a party or parties to a psychological service provided by the provisional psychologist. Clients may be individuals, couples, dyads, groups of people, organisations, communities, facilitators, sponsors, or those commissioning or paying for the professional activity.

Client contact means the performance of the specific tasks of psychological assessment, diagnosis, intervention, prevention, treatment, consultation, and provision of advice and strategies directly with clients under the guidance of the supervisor.

Client-related activities are those activities considered necessary to provide a high standard of service to clients, and to support the provisional psychologist's achievement of the core competencies. The supervisor provides guidance on what client related activities are relevant, taking into account the individual provisional psychologist's development needs and their unique work role context. Client related activities include reading and researching to assist problem formulation and diagnosis, case consultation with colleagues, formal and informal reporting, and professional development.

Guidelines refers to these *Guidelines for 4+2 internship programs for provisional psychologists and supervisors*, and any subsequent amendments approved by the Board.

An **incomplete** application for provisional or general registration is one in which the information required under the National Law or as set out in an application form or approved registration standard is not provided or does not contain enough detail. An internship application must contain enough information to enable the Board to determine whether the required competencies will be met by the proposed supervised practice plan. A progress report that is incomplete is one with missing information or not enough detail. A progress report must contain enough information to enable the Board to assess whether the candidate is meeting the objectives of the supervised practice plan.

Internship means a supervised practice program approved by the Board.

National Law means the Health Practitioner Regulation National Law as in force in each state and territory of Australia.

Principal supervisor means a supervisor who has been approved by the Board supervise provisional psychologists undertaking the 4+2 internship program and to be responsible for the training undertaken in that program

Provisional psychologist means a person registered as a provisional psychologist under section 62 of the National Law

Psychologist means a person who holds general registration as a psychologist under section 52 of the National Law

Secondary supervisor means a supervisor who has had at least two years of experience practising as a generally registered psychologist and has completed a Board-approved training program in psychology supervision prior to applying to act as a Board-approved supervisor. The secondary supervisor fulfils a component of the supervision of the internship program as agreed with the Board, the principal supervisor and the provisional psychologist and is responsible to the principal supervisor

Supervised practice program is a training and supervision plan approved by the Board consisting of supervised psychological work and professional development activities designed to enable a provisional psychologist holding an accredited four year sequence of study to develop the psychological capabilities required for general registration

Supervisor refers to a registered general psychologist approved by the Board to act as a principal or secondary supervisor to a provisional psychologist undertaking the 4+2 internship program.

1. Introduction

These guidelines have been developed by the Psychology Board of Australia (the Board) under section 39 of the Health Practitioner Regulation National Law as in force in each state and territory (the National Law). The guidelines supplement the requirements set out in the Board's *Provisional registration standard*. The relevant sections of the National Law are set out in [Appendix A](#).

1.1 Who needs to use these guidelines?

These guidelines are developed to provide the requirements to be met by provisional psychologists undertaking the 4+2 internship program to become eligible for general registration. They apply to applicants for provisional registration, registered provisional psychologists, and their supervisors.

These guidelines do not apply to individuals undertaking placements within an accredited post-graduate degree in psychology

1.2 Summary of the internship program

The 4+2 internship program is a two year full time program (or equivalent part time) of supervised training that involves three main components:

- [psychological practice](#) carried out in an approved professional setting
- [supervision](#) by a Board approved principal supervisor and one or more secondary supervisors, and
- [professional development](#) activities that engage the provisional psychologist in active training designed to enhance learning.

Internship component	Total hours required	Breakdown (of total hours required)	Relevant section(s) of these guidelines
Psychological Practice (supervised practice)	2784	Direct client contact : minimum 40 per cent (1114 hours), with the rest (1670) being client-related activities	4.2 – Psychological practice and workplace settings 4.3.1. – Direct client contact 4.3.2 – Client related activities
Supervision	176	Ratio of one hour to supervision to every 17.5 hours of internship. Principal supervision - at least 75 percent (132 hours) provided by the principal supervisor (individual or group) Secondary supervision - up to 25 percent (44 hours) provided by secondary supervisors (individual or group) Individual supervision (one-on-one) - a minimum of two thirds (117 hours) of total supervision must be individual supervision Group supervision - up to one third (59 hours) of total supervision may be small group supervision (up to five provisional psychologists)	5 – Supervision 5.3 – Method and scope of supervision
Professional development	120	60 hours per year or pro-rata equivalent for part time practice	4.4 - Professional development: objectives and requirements
TOTAL	3080		

2. Registration and training of provisional psychologists: general information

2.1 Provisional registration

The Board grants provisional registration under to section 62 of the National Law to enable the individual to complete a period of supervised practice that the individual requires to be eligible for general registration.

2.2 Use of title

Provisional psychologists undertaking an accredited higher degree, a Board approved 4+2 internship program, or 5+1 program are entitled to use the title 'provisional psychologist' while engaged in supervised practice undertaken for the purpose of gaining general registration.

Provisional psychologists are not entitled to use the title 'provisional psychologist' for work outside an approved course of study or an approved work role or placement during a period of supervised practice. Any psychological work outside an approved pathway must be approved by the Board. Provisional psychologists undertaking a 4+2 program can only practise outside their approved internship and use the title 'provisional psychologist' on Board approval.

In addition, in accordance with the National Law, provisional psychologists must not take, or use the title of 'psychologist' or 'registered psychologist' or any other title that might induce a belief that they hold either general registration or an endorsement under Part 7 of the National Law. Under the National Law, section 119 enables a Board to instigate proceedings against a person claiming to hold an endorsement of registration for an approved area of practice when he or she does not, as it may constitute unprofessional conduct. Further information is also included in the Board's *Guidelines for Advertising*.

2.3 Purpose of the guidelines

The Board has developed these guidelines to provide for the protection of the public by registering psychologists who are suitably trained and qualified to practise in a competent and ethical manner. The over-riding consideration is client well-being.

These guidelines apply to provisional psychologists who:

- have completed a four-year accredited sequence of study in psychology (or the equivalent), and
- are undertaking an internship for the purpose of becoming eligible for general registration as a psychologist in Australia.

The guidelines provide essential information for provisional psychologists and supervisors about the requirements of the Board's 4+2 internship program. A provisional psychologist must meet these requirements to be considered by the Board to be eligible to apply for general registration.

The current versions of the forms that must be completed for an internship are published on the Board's website. The Board's policy is that provisional psychologists must use the most recent published version of forms.

The guidelines define the requirements of the internship including the:

- content and structure
- required hours for professional practice, supervision and professional development
- core capabilities to be addressed during the internship, including training objectives, methods of developing the capabilities and assessment tasks
- records to be kept and reporting requirements

- eligibility requirements for supervisors for the internship program
- responsibilities and accountabilities of supervisees and supervisors.

2.3 Prerequisites for registration as a provisional psychologist under the internship program

Registration as a provisional psychologist under an internship program is dependent upon the Board being satisfied that the applicant:

- meets the mandatory registration standards
- has completed an accredited, four-year sequence of study (or its equivalent) in psychology within the last ten years
- has proposed a supervised practice program that is consistent with the guidelines and agreed by the applicant for provisional registration and the principal and secondary supervisors.

3. The internship program: scope and provisions

3.1 Objectives

The internship program is designed to ensure that all provisional psychologists receive general training according to defined core areas of practice, knowledge and expertise within the profession of psychology. To this end, the internship program defines training in eight core professional capabilities.

Some provisional psychologists may wish to develop specialist expertise in a particular area of the profession (e.g. forensic, organisational, educational psychology) and may consider that some of the capability tasks of the internship program are not relevant to their future career. As psychologists often change the direction of their career over time however, the Board considers it essential that provisional psychologists undertake a broad generalist training program in the practice of the profession prior to being granted general registration. To achieve this broad generalist training, it may be necessary for the provisional psychologist to undertake more than one work role. For example, a provisional psychologist who secures a position working only with children (e.g. in a school setting) will be required to secure another position and in another setting working with adult clients (e.g. in a mental health setting) to achieve all of the core capabilities. The Board has an obligation to the community that all psychologists who hold registration are safe and competent to practise psychology, including delivering psychotherapy for mental health problems using focused psychological strategies.

Although the scope of the internship program is generalist in nature, psychologists must be mindful of their ethical responsibility to practise the profession only within their demonstrated areas of knowledge, expertise and training (refer to the Board endorsed *Code of Ethics*). For example, provisional psychologists with limited exposure to certain areas of practice during their internship program (e.g. use of a particular psychological assessment tool or method of therapeutic intervention) will need to undertake further supervision and professional development in this area (or postgraduate study) to meet their ethical responsibilities before going on to practise in this area.

The principal objectives of the internship program are to:

- help provisional psychologists to develop a broad base of knowledge and understanding of general psychological principles and their application to human behaviour
- give provisional psychologists experience in and instruction about the practice of the profession with a variety of clients (e.g. individuals, groups, couples and families) and for a variety of presentations (e.g. depression, psychoses in a clinical psychology setting, or selection, recruitment and change management in an organisational setting)
- help provisional psychologists become competent in the administration and interpretation of a range of psychological assessment tools and techniques and develop skills in diagnosing psychological disorders and formulating appropriate interventions

- support the professional development of provisional psychologists in ways that will increase their effectiveness as psychologists and awareness of the importance of continuing professional development (CPD) and ongoing supervision
- teach provisional psychologists the ethical and professional standards of conduct and practice required of a psychologist
- teach provisional psychologists self-evaluation skills to develop their awareness of professional limitations
- protect clients, employers and provisional psychologists while professional tasks and roles are being learned.

3.2 Requirements of the internship program

The internship program is not completed until all the below requirements are met.

3.2.1 Core capabilities

The core capabilities and attributes of the 4+2 internship program that must be achieved by the provisional psychologist are:

- knowledge of the discipline
- ethical, legal and professional matters
- psychological assessment and measurement
- intervention strategies
- research and evaluation
- communication and interpersonal relationships
- working within a cross-cultural context
- practice across the lifespan.

3.2.2 Supervised practice

A provisional psychologist undertaking the Board approved, 4+2 internship program must complete the internship successfully in accordance with the Board's internship guidelines which include:

- a minimum two year program based on a 35-hour week and seven-hour day, totalling a minimum of 3080 hours
- a minimum of 17.5 hours per week internship
- a maximum eight-week provision for annual and personal leave per year
- supervision with a Board approved supervisor at a ratio of one hour of supervision to 17.5 hours of supervised practice. Two-thirds must be individual supervision, with the rest either being individual or group supervision, which equates to a minimum of 176 hours of supervision with a minimum of 117 hours of individual supervision
- a minimum of 60 hours of professional development per full-time year designed to meet the eight core capabilities of the internship program with pro rata equivalent applying to part time practice.

3.2.3 Other requirements

- a) The psychological practice component of the program must consist of a minimum of 40 per cent client contact and the remainder (up to 60 per cent) client-related activities. 'Client contact' means direct client contact which includes performing specific tasks of psychological assessment, intervention and prevention while 'client-related' activities refer to activities including reading and researching to assist problem formulation and diagnosis, case consultation with colleagues, formal and informal reporting and professional development.
- b) The program must be completed within a maximum of five years from commencement.
- c) All work roles/placements must be approved by the Board prior to commencement.
- d) Six-monthly progress reports must be provided by the supervisor and submitted to the Board by the provisional psychologist.
- e) Six case studies must be completed by the provisional psychologist and reviewed by the supervisor. Three case studies that have been signed off by the supervisor must be submitted to the Board in the final year of the internship, that is, at any time after 1540 hours of internship have been completed. Further case studies may be required if one or more of the case studies are assessed as unsatisfactory by the Board. Three case studies must be assessed as satisfactory by the Board before the end of the internship program (see [Appendix E – Policy for unsatisfactory case studies](#) for more information).
- f) The provisional psychologist must pass the National Psychology Exam during the final year of the internship i.e. after completing at least 1540 hours of internship and before applying for general registration (exemptions apply to provisional psychologists who complete the internship and apply for general registration before 1 July 2014 - see the *Guidelines for the National Psychology Examination* for further information).
- g) On completion of the internship program, a *Final Assessment of Competency* form signed by the supervisor, and the three case studies completed by the provisional psychologist and assessed as satisfactory by the Board during the internship, must be submitted to the Board with an application for general registration.
- h) The Board may include any other requirement as set out in a registration standard or the National Law.

On application for approval of a supervised practice plan, the Board will consider proposals that meet the requirements of the supervised practice program but with minor variations, for example due to remoteness.

3.3 Time frames for the internship program

3.3.1 Commencement of the internship program

The commencement date of a provisional psychologist's internship program is the date of his or her registration; that is, the date that the Board approves the provisional registration.

Only practical experience gained while registered as a provisional psychologist will be recognised by the Board.

The Board will only consider and credit hours of psychological practice, formal supervision and professional development accrued by a provisional psychologist after the date of his or her initial registration and while such registration is maintained.

The Board does not approve any 'backdating' of commencement of an applicant's supervised practice program.

3.3.2 Minimum timeframe for completing the internship program

A provisional psychologist must undertake the internship program for a minimum of two years from the date of his or her registration as a provisional psychologist if working full time, or the equivalent of two years' full time work if working on a part time basis.

If any provisional psychologist completes the other requirements of the internship program before conclusion of the minimum period, he or she is not eligible to apply for general registration. The provisional psychologist must continue to be supervised in accordance with these guidelines until the end of the minimum period of the internship program and until general registration as a psychologist has been granted by the Board.

A provisional psychologist must continue to be supervised in accordance with the guidelines upon completion of the internship program while his or her application for general registration is being considered by the Board, including during any period of delay in processing due to incomplete applications. The provisional psychologist must also continue to keep records of practice and supervision until such time as general registration has been granted by the Board.

3.3.3 Maximum timeframe for completing the internship program

To ensure recency of practice requirements are met, all provisional psychologists must complete their internship program within five years from the date of their registration as a provisional psychologist, irrespective of whether they are working in full time or part time work roles. The maximum five-year period to complete the internship program includes any periods of leave taken.

Leave may be granted for a maximum of 12 months with the possibility of extension in exceptional circumstances. However, if a provisional psychologist has a break of more than one year from the internship program, the Board may, at its discretion, decide not to credit all or part of the program completed previously.

A provisional psychologist may not apply to the Board for an extension of the period of his or her internship beyond five years. The applicant will need to make a new application for provisional registration, setting out the circumstances that resulted in the previous internship not being completed. The Board will consider on a case-by-case basis any reduction in the internship requirements if the new application is approved.

For reasons of competency and recency of practice and to be eligible for general registration under the National Law, an application for general registration must be received no later than five years after the completion of the internship program. Where an application for general registration is lodged more than five years after the completion of the internship program, the application will not be approved. The applicant will need to make a new application for provisional registration to undertake a new internship.

3.4 Arranging an internship program

Applicants for provisional registration must complete the following steps:

Step 1: Find psychological work

Find a work role(s) of a psychological nature (refer to sections [3.5 Work roles for the internship program](#) and [4.2 Psychological practice: definitions and workplace settings](#)), paid or unpaid, which enables the provisional psychologist to complete a minimum of 17.5 hours of internship (including psychological practice, supervision and professional development) each week.

Provisional psychologists may undertake a single work role for the duration of the internship or may undertake concurrent or sequential placements. Work roles/placements must be for a minimum of six months duration and must predominantly comprise that can be logged as "psychological practice". Less frequent psychological practice would not provide the provisional psychologist with the depth and continuity of experience necessary to ensure the effectiveness of the internship program.

For the Board's definition of psychological practice refer to Section [4.2 Psychological practice: definitions and workplace settings](#).

The psychological practice component of the program must consist of a minimum 40 per cent direct client contact (1114 hours) with the remainder (up to 60 per cent – 1670 hours) client-related activities.

Step 2: Find a principal supervisor

Enter into a supervision arrangement with a Board approved supervisor. The identification of a suitable principal supervisor may take some time and require discussions or meeting with several prospective supervisors. A meeting between the prospective supervisee and supervisor should be used to:

- determine if the two can work well together
- establish those capabilities the supervisor has the training and recent experience in which to supervise.

The Board-approved supervisor:

- must be able to regularly oversee the provisional psychologist's work
- is preferably be a person who works onsite with the provisional psychologist.

If the supervisor is not on-site, the applicant should be engaged in a multidisciplinary work environment. It will be at the Board's discretion as to whether it approves any off-site supervisory arrangement. The Board will make such determination based on the applicant's supervised practice program and/or job description or other such information requested by the Board.

In the event that an applicant submits an application for an off-site supervisory arrangement, the applicant and supervisor should ensure, before submitting the application, that the proposed employer of the applicant is aware of the requirements of the supervised practice program.

The applicant and the supervisor must ensure that any employment confidentiality and privacy requirements are not in conflict with the requirements of the supervised practice program.

In developing a supervised practice program, a principal supervisor must assist the provisional psychologist to identify an appropriate secondary supervisor(s).

Step 3: Find a secondary supervisor

Nominate for Board approval, a secondary supervisor who has agreed to assist in the internship program (refer section [4.1 Internship program: focus](#) of these guidelines).

Secondary supervisors may contribute to no more than 25 per cent of the provisional psychologist's total supervision, unless a higher proportion is approved by the Board due to special circumstances.

Secondary supervisors must have at least two years of experience as a registered general psychologist. Information regarding the secondary supervision arrangement must be incorporated into the supervised practice program, signed by all parties and forwarded to the Board for approval.

Step 4: Develop a supervised practice program

Develop, in accordance with the requirements specified in these guidelines, a supervised practice program to be approved by the Board. The program must consist of supervised psychological practice and professional development activities designed to ensure the psychological capabilities required for general registration are developed. Refer to section [7 Supervised practice program](#) of these guidelines on how to complete the supervised practice program.

Step 5: Complete and submit to the Board

Submit all the required materials to the Board including:

- application form for provisional registration
- the supervised practice program form
- formal position description(s) from the organisation/agency for the proposed work role(s)
- other relevant supporting documents.

The applicant must retain a copy of all forms and documents for his or her personal records.

Applicants who are completing, or have completed within the last ten years, an accredited Australian four year sequence of study, and who have never been registered as a health practitioner in Australia, can apply for provisional registration using [Graduate Applications Online](#). Current students can apply up to six weeks before completing their degree. Online applicants are required to print the *Next Steps Checklist* when the online application is submitted and send it to AHPRA along with the supervised practice plan, position description(s), and other supporting documentation.

3.5 Work roles for the internship program

Work roles for the internship program must be psychological in nature, based on direct client contact and involving the psychology-specific tasks of psychological assessment, problem formulation, diagnosis, intervention and prevention (refer to sections [4.2 Psychological practice: definitions and workplace settings](#) and [4.3 Psychological practice: direct client contact and client-related activities](#) in these guidelines). Some work roles involve duties that are all psychological in nature; other work roles require the provisional psychologist to undertake duties that are not psychological in nature. It is important to note that tasks such as clerical duties, marketing and promotion, management duties and driving between client appointments, which may be required tasks in a work role, are not usually considered to be psychological practice for the internship program. Similarly, teaching or tutoring in psychology, supervising other professionals or working in research positions does not constitute psychological work for the purpose of these guidelines.

Work of a non-psychological nature must not be included in the provisional psychologist's log book (refer to section [8 Recording and reporting requirements](#) of these guidelines) and must not be counted towards the total number of hours of supervised practice required by the guidelines.

Because psychological practice is not limited to positions under the restricted title of 'provisional psychologist', it may include psychological work undertaken in a multidisciplinary or case management role that is not classified as a psychology position. Duties undertaken in such generic roles are therefore unlikely to be 100 per cent psychological in nature and involve duties unrelated to the requirements of the internship program.

For any work role, the supervisor must determine, on average, the percentage of the provisional psychologist's total hours of work each week that falls within the definition of psychological practice. It will not be possible to complete the internship program after only 3080 hours of supervised practice if work roles are not 100 per cent psychological in nature. The supervisor's estimate of the percentage of work that is psychological in nature will help to determine the expected completion date of the internship program. It is important that from the outset supervisors help manage the provisional psychologist's expectations in terms of the length of time that their internship program will take.

Furthermore, a position may consist exclusively of duties that meet the psychological practice requirements but are limited in scope and do not meet all of the core capabilities set out in the guidelines. The supervisor must help the provisional psychologist identify the limitations to proposed work roles that might prevent the provisional psychologist from achieving all of the capabilities. Provisional psychologists may need to undertake employment in more than one work role to meet the requirements of the internship program. The Board will consider applications for concurrent placements/employment on application.

When provisional psychologists submit a proposed supervised practice program to the Board, a copy of the position description(s) for the proposed work role(s) must also be included. The position description(s) must:

- be on the organisation's letterhead
- specify the hours of work
- be signed by an authorised person within the workplace, and
- specify the duties, responsibilities and reporting requirements of the role(s).

On receipt of a proposed supervised practice program plan, the Board assesses:

- which areas of the core capabilities are likely to be met in the position
- which areas of core capabilities are not likely to be met in the position
- whether alternate ways of meeting the requirements for the internship program that are not met in the position description have been identified
- how much psychological practice versus non-psychological practice is involved in the position description
- the match between the job description and the applicant's chosen area of focus for the psychology training (e.g. clinical, counselling, organisational etc.)
- the supervisor's signed undertaking that he or she has the expertise to supervise in the provisional psychologist's major area of focus and is a Board-approved supervisor.

If an applicant intends to undertake employment in a position that is predominately concerned with the provision of services unrelated to psychology in another professional field (e.g. social worker, occupational therapist, psychiatric nurse, teacher, special educator, speech pathologist), his or her application for provisional registration will not be accepted. The Board reserves the right to conduct site visits and audits of psychological work, such as requiring detailed diaries of actual work roles undertaken.

3.6 Private practice

Provisional psychologists are not permitted to work independently or establish an independent private practice. The Board defines 'independent private practice' as a practice in which a psychologist operates as a sole trader, contractor or in a business arrangement with other sole traders and receives a fee for service from a client or third party (e.g. a referring agency).

3.7 Leave from an internship program

Provisional psychologists must notify the Board immediately if they intend to take a period of extended leave (longer than eight weeks) from their internship. The provisional psychologist must advise the Board of the anticipated period in which he or she will not be practising as a provisional psychologist under supervision. If the provisional psychologist is on extended leave from his or her internship during the annual renewal period, then he or she may not be eligible to renew his or her provisional registration. Instead the person must re-apply for provisional registration if he or she wishes to resume an internship program.

3.8 Cessation of an internship program

If a provisional psychologist wishes to cease his or her internship program, he or she must notify the Board immediately. If the provisional psychologist has ceased his or her supervised practice program during the annual renewal period then he or she is not eligible to renew his or her provisional

registration. Instead the person must re-apply for provisional registration if he or she wishes to resume an internship program (refer to Section [3.3 Timeframes for the internship program](#) in these guidelines).

3.9 Applying to recommence an internship program after cessation of practice

If an individual wishes to recommence an internship program that has been discontinued, he or she must apply to the Board and:

- a) submit a new supervised practice program consistent with the requirements of the guidelines
- b) inform the Board of the reasons for the break in supervision, and
- c) provide a report for the period of supervised practice immediately preceding the break in supervision.

The Board may, at its discretion, decide to recognise work previously conducted under a supervised practice program, provided that the break from the program does not exceed one year and the program will be completed within five years from the original date of commencement of the program.

3.10 Renewal of provisional registration

In accordance with section 64(3) of the National Law, provisional registration may not be renewed more than twice. That is, provisional registration cannot be held for more than three years without the requirement to make a new application for provisional registration.

The Board's guidelines allow a provisional psychologist to complete the internship program within a maximum period of five years, but if an individual is not able to complete the supervised practice program during the period consisting of the individual's initial period of registration and two renewals of that registration, the individual would need to make a new application for provisional registration.

The new application should be submitted two months prior to the expiry of the individual's second renewal period (third year of registration) to ensure that they are able to continue the supervised practice program without disruption. If registration expires without a new application being approved by the Board, the individual must not continue to practise.

To make the reapplication process as simple as possible the Board has published a form on the website specifically for current provisional psychologists who need to reapply for provisional registration. A new supervised practice plan is not required unless changes have been made to the previously approved supervisory arrangements; nor will resubmission of other documentation already held on file be required.

The Board may refuse to renew the provisional registration of an applicant if he or she ceases the internship program or the provisional psychologist no longer complies with:

- any requirements of the National Law; and/or
- the Board's guidelines; and/or
- the registration standard for provisional registration.

3.11 Dual pathways

The Board does not permit provisional psychologists to undertake dual pathways to general registration. 'Dual pathways' refers to mixing elements from the different training pathways to general registration (accredited higher coursework degree or 4+2 internship program and research masters or PhD). Provisional psychologists who elect to undertake an internship program for the purpose of general registration after commencing (but not completing) an accredited higher coursework degree cannot receive credit towards the supervised practice program for any university field placements.

4. Internship program: psychological practice and professional development

4.1 Internship program: focus

The internship program should focus on the training objectives and assessment tasks for each capability defined in these guidelines (refer section [6 Core capabilities for the internship program](#) in these guidelines). The internship program should provide the provisional psychologist with the opportunity to gain the knowledge, experience and skills required to demonstrate sufficient competence in the defined capabilities at the conclusion of the program.

'Sufficient competence' means having the understanding and proficiency in the capability to an extent that qualifies the provisional psychologist to independently, accurately, and ethically offer opinion and practise in the capability.

The internship program involves two interrelated but distinct components:

1. psychological practice carried out in an approved professional setting under the guidance of a principal supervisor and a secondary supervisor
2. professional development activities such as workshops, courses, seminars, lectures, conferences, classroom activities, role plays, literature reviews etc.

While professional development may contribute to the development of a broad knowledge base, it is not in itself sufficient to meet capability requirements. Supervised psychological practice satisfies the fundamental principle that provisional psychologists must learn to apply their knowledge in actual professional practice settings with a range of clients (e.g. individuals, groups or organisations) whose difficulties are representative of problems across a broad spectrum.

The supervisor should guide the provisional psychologist to undertake a graduated range of tasks and activities in psychological practice, appropriate to his or her level of competence and experience with the aim of broadening knowledge and skills related to the core capabilities progressively.

4.2 Psychological practice: definitions and workplace settings

Psychological practice should be based on the use of the scientist-practitioner model. This model focuses on the use of research findings to inform professional practice and involves a problem-formulation and hypothesis-testing approach. This is an ongoing process that involves defining the problem from available data, generating hypotheses to explain the problem, testing and evaluating the hypotheses, and revising where necessary.

Psychological practice within the internship program involves the application of psychological knowledge, methodology, principles, techniques and ethical standards to individual clients, groups or organisations. For the purposes of the internship program, psychological practice takes place in a wide range of professional practice settings including clinical, counselling, organisational, neuropsychological, health, educational and developmental, community, sport and forensic settings. Psychological practice occurs in a wide range of workplaces, such as corporations; educational settings; government departments; health and welfare and community agencies; and non-profit organisations.

For the purposes of the internship program, psychological practice involves direct client contact and client-related activities of a psychological nature, including:

- clinical/therapeutic psychological practice activities such as assessment, diagnosis, intervention, case consultation, case conferences, report writing and case notes, evaluation and modification of interventions
- organisational/industrial psychological practice activities such as training and development, individual and group counselling, organisational development and change, consultancy, resource development, program evaluation, rehabilitation, career development, outplacement counselling, employee assistance programs, report writing, consultation and liaison
- psychological practice activities specific to other branches of psychology, such as sports psychology, educational psychology, health psychology, community psychology.

4.3 Psychological practice: direct client contact and client-related activities

4.3.1 Direct client contact

Direct client contact includes performing specific tasks of psychological assessment, intervention and prevention. A minimum of 40 per cent of the provisional psychologist's psychological practice in the internship program must involve direct or face-to-face client contact. Thus, provisional psychologists undertaking 3080 hours of training must have at least 1114 hours of face-to-face client contact.

Training or professional development activities involving volunteers, peers, supervision, role plays or other contrived situations do not constitute direct client contact.

For all areas of psychology direct client contact involves the following specific tasks:

- **psychological assessment:** the administration and interpretation of any recognised test, technique, device or instrument for assessing mental abilities, aptitudes, interests, attitudes, mental health, emotions, cognition, motivation or personality characteristics
- **intervention:** the use of any professionally recognised psychological method or practice designed to assist individuals or groups to better adjust to cognitive, emotional or behavioural problems in the areas of work, family, school, or personal relationships, or to improve personal wellbeing
- **prevention:** the use of any psychological method or practice calculated to prevent or minimise cognitive, emotional or behavioural problems or to enhance personal wellbeing.

4.3.2 Client-related activities

Client-related activities include:

- **problem formulation:** the integration of relevant factors accounting for why this client is presenting at this time with these issues
- **diagnosis:** the use of a system of diagnostic criteria to classify behaviour, cognitive processes, mental health, personality or adjustment in individuals or groups
- **reporting/consultation:** case notes and oral and written communication as required.

Direct client contact and client-related activities involve the application of specific skills including:

- establishing professional relationships and maintaining professional behaviour
- applying evidence-based theory
- evaluating the efficacy of psychological treatments or programs and referring the client to another health practitioner if required
- communicating with the client about treatment, making referrals, etc.
- self-reflective practice and understanding personal professional limitations.

Some work roles do not provide the opportunity for training in all of the above tasks or skills to enable the provisional psychologist to achieve the core capabilities. The provisional psychologist must secure an additional or alternate work role to achieve the core capabilities. For example, telephone counselling roles do not provide face-to-face client contact, diagnostic assessment or intervention beyond risk management; job account assessor roles may require one-off client assessment of a limited nature and not ongoing intervention; case management roles may involve a large component of work of a non-psychological nature.

For all provisional psychologists, the Board has restricted work in telephone counselling roles to a maximum of 250 hours that can be logged as client related activities.

4.4 Professional development: objectives and requirements

Professional development (PD) is an essential feature of training. The purpose of PD is to increase the skill level of provisional psychologists across all core capabilities of professional practice. PD must be undertaken in each core capability including psychological assessment and diagnosis, implementation and evaluation of interventions and theoretical and empirical knowledge of psychological principles.

PD may involve attendance at lectures, seminars, symposia, presentations, workshops, short courses, conferences and learning by reading and using audio visual material, including readings and PD activities undertaken to prepare for the National Psychology Examination, and other self directed learning.

PD activities must be approved by the principal supervisor before they can be recognised as part of the internship program. Professional societies and/or associations, universities, workplaces and commercial providers may offer appropriate PD activities, as can peers, colleagues, and supervisors.

Hours counted towards PD are based on the relevance of the activity to psychology and the length of the activity (i.e. a five-hour workshop will count as five hours of PD). PD is to be recorded in the log book under Section B: *Record of Professional Development* and evidence of attendance must be kept until general registration has been granted by the Board (refer sections [3.2.2 Supervised Practice](#) and [8 Recording and reporting requirements](#) in these guidelines).

5. Supervision

5.1 Definition and aims

Supervision is an interactive process between the provisional psychologist and the supervisor. It provides the provisional psychologist with a professionally stimulating and supportive opportunity for growth. Supervision for the internship program involves a special type of mentoring relationship in which direction and instructive critique is given by supervisors to assist provisional psychologists to achieve their professional goals. Supervisors oversee provisional psychologists' application of particular procedures for given tasks and this process is fundamental to provisional psychologists achieving the core capabilities of the internship program.

The principal supervisor is responsible for ensuring that the provisional psychologist's internship program is conducted in accordance with the Board-approved personalised supervision plan. Secondary supervisor(s) assist the principal supervisor by providing training, supervision and oral and written feedback about the progress of the provisional psychologist as specified in the supervision plan.

Before embarking on supervision, it may be helpful for the provisional psychologist to reflect on questions such as:

- what are my professional needs and goals?
- do I have a career plan or path in mind?
- does my career plan include ultimate specialisation in an area such as counselling, clinical or organisational psychology?
- what types of supervision would enable me to achieve the maximum gains in learning?
- what might I expect from supervision?
- what is my preferred learning style and what am I looking for in a supervisor?
- does my proposed supervisor have the experience and skills I need?

The first meeting should be used to agree upon and formalise in writing practicalities such as:

- meeting times and arrangements for cancellations of meetings
- payment arrangements if relevant
- records to be kept
- availability of the supervisor
- expectations, rights and responsibilities of both parties
- reporting arrangements including those outside the requirements of the supervised practice program; for example, at the workplace
- processes for feedback
- policies for dealing with confidentiality and other ethical issues
- reviewing the requirements of the guidelines to ensure both parties are clear about required documentation; expectations, rights and responsibilities of both parties; and reporting requirements required under the internship program
- discussion about an appropriate secondary supervisor to ensure continuity of supervision should the principal supervisor be unable to supervise for a period of time and to offer training in areas of practice outside the scope of practice of the principal supervisor.

5.2 Content

Supervision should focus on the core capabilities: the areas of practice, knowledge and expertise within the profession in which the provisional psychologist must attain proficiency by the conclusion of the internship program (refer to section [6 Core capabilities for the internship program](#) in these guidelines). The supervisor should ensure the provisional psychologist is given appropriate guidance to obtain all the core capabilities.

Wherever possible, the supervisor should demonstrate skills to the provisional psychologist in the delivery of psychological services to clients. In addition to reading and, where appropriate, co-signing all reports and key correspondence written by the provisional psychologist, the supervisor should regularly read and comment upon the provisional psychologist's case notes, record of practice and record of supervision. Supervision must include direct observation by the supervisor of the provisional psychologist's psychological practice (see sections [5.7 Direct observation](#) and [9.2 Responsibilities of principal supervisors](#) in these guidelines).

Formal supervision with a supervisor approved by the Board is distinguished from personal counselling or therapy. A supervisor and a provisional psychologist should, under no circumstances, enter into a therapeutic relationship. If personal counselling is required, the provisional psychologist must be referred to another treating health practitioner or institution which is separate from supervision arrangements.

The supervisor must not allow a provisional psychologist to continue to practise if the supervisor has concerns that the provisional psychologist's health is interfering with his or her ability to practise. The supervisor is also subject to mandatory reporting requirements under sections 140 and 141 of the National Law (see the Board's *Guidelines for mandatory notifications*).

For further information about the responsibilities of supervisors refer to section [9 Information for principal and secondary supervisors](#) in this guideline and the *Guideline for supervisors and supervisor training providers* which is available from the Board's website.

Supervision must at all times be conducted in accordance with the Board endorsed *Code of Ethics*.

5.3 Methods and scope of supervision

On-site workplace supervision is preferred unless other off-site arrangement(s) have been approved by the Board. Any such arrangements will be considered on a case by case basis.

The standard methods of supervision are:

- **individual supervision:** a minimum of 66 per cent of supervision (117 hours) must be direct individual supervision between the provisional psychologist and an approved supervisor
- **group supervision:** a maximum of 33 per cent of supervision (59 hours) may be completed in small group supervision meetings led by an approved principal or secondary supervisor with a maximum of four other provisional psychologists. Group supervision should not be confused with professional development activities.

Approved secondary supervisors can provide up to 25 per cent of the total number of supervision hours (44 hours).

Supervision must be direct face-to-face supervision – which means real time verbal and visual communication between the provisional psychologist and the supervisor, conducted either together in the same room or remotely via videoconference, webcam, Skype etc.

The Board has the discretion to approve, on a case by case basis, real time verbal supervision that is not non-face-to-face, such as via telephone, where special circumstances exist (e.g. remote distance or physical disability). The Board may approve the use of an alternative method if the Board is satisfied that:

- the provisional psychologist and supervisor have access to appropriate facilities for reliable and secure electronic communication
- the alternative method will provide a level of supervision equivalent to that provided by the standard method
- the provisional psychologist cannot undergo supervision by the standard method for a particular reason (e.g. the provisional psychologist is located in a rural or remote area, or the provisional psychologist or the supervisor cannot, temporarily, access facilities for face-to-face supervision).

The maximum hours of supervision that the Board may approve for use of telephone or other non-face-to-face supervision, is a maximum use of 55 per cent. All non face-to-face supervision must be individual supervision and must be in combination with a minimum of 20 per cent face-to-face individual supervision and maximum of 33 per cent face-to-face group supervision.

The Board does not approve supervision via non-verbal and/or non-real time methods such as email, instant messaging etc for the 4+2 internship program.

A provisional psychologist must apply to the Board, in writing, for approval to use non face-to-face supervision before commencing alternate means of supervision. The application must:

- state the reason for the request
- state the alternative method(s) proposed (including contingency plans for any technical difficulties that might arise)
- state the number of hours of supervision proposed to be undertaken by the alternative method(s)
- be accompanied by a written statement by the supervisor agreeing to the proposed alternative method(s).

The Board will advise the provisional psychologist of the outcome of this request. Only those provisional psychologists who have received written approval from the Board for the use of telephone or other non-face to face supervision will receive credit for any supervision hours completed by the use of an alternative method of supervision.

5.4 Frequency of supervision

Regular supervision is critical to ensure that the provisional psychologist receives appropriate training and to ensure the public are adequately protected when receiving psychological services from provisional psychologists who are in training. As such, all provisional psychologists regardless of their progression in their internship must receive the following levels of supervision:

- at least one hour per week of either individual or group supervision while practising
- at least one hour of supervision per 17.5 hours of supervised practice with the required supervision hours delivered at least fortnightly
- at least one hour of individual supervision per fortnight
- in each six-month reporting period, at least 66 per cent of supervision must be individual and no more than 33 per cent of supervision can be group.

As long as the above requirements are met, there is some flexibility in the delivery of supervision.

For example, if a provisional psychologist completes 70 hours of internship in a fortnight, he or she must receive at least four hours of supervision in total, of which at least one hour of supervision must be provided each week and at least one hour must be individual supervision. In this case, three hours of group supervision could be provided in the first week and one hour of individual supervision could be provided in the second week to meet the requirements.

The principal supervisor may vary the frequency and duration of the supervision meetings during the internship according to the needs of the provisional psychologist and the practice context. This may include more frequent supervision and a higher ratio of supervision to practice at the start of the internship and less supervision as the internship progresses, provided the provisional psychologist continues to receive supervision at least weekly for the duration of the internship and the total supervision hours for the internship are completed by the end.

Where the Board becomes aware that supervision has not been provided at the required frequency, the provisional psychologist will be required to undertake an additional period of supervised practice proportionate to the deficit of supervision hours. For each hour of supervision that should have been, and was not undertaken, 17.5 hours of further supervised practice will be required including 1 hour of direct supervision for every 17.5 hours of practice.

5.5 Disruption to supervision

If the principal supervisor is likely to be away or unavailable for more than five consecutive weeks, a new principal supervisor must be engaged. The provisional psychologist may continue to work under the supervision of his or her approved secondary supervisor until the end of the five-week period but, during that time, must have applied to the Board for a new principal supervisor and been given approval by the Board for that arrangement.

If the supervisor is incapacitated or unavailable for any reason and is unable to assist the provisional psychologist to locate a new supervisor, the onus falls on the provisional psychologist to make arrangements to engage a new principal supervisor and to notify the Board immediately of the situation.

If a provisional psychologist is unable to secure a new supervisor and does not have an approved secondary supervisor, he or she must notify the Board in writing within seven days of the cessation of the supervisory relationship and cease practice immediately.

5.6 Evaluation in supervision

Supervisors have an ethical responsibility to monitor the quality of care that is being delivered by the provisional psychologist (refer to section [9 Information for principal and secondary supervisors](#) in these guidelines).

Formative evaluation is the process of facilitating professional development through direct feedback, and is essential in supervision. The supervisor constantly monitors and provides feedback regarding the provisional psychologist's performance to enhance their professional functioning. Choices of supervision interventions, questions asked to facilitate discussion, comments regarding the appropriateness of a provisional psychologist's case conceptualisation, and expression of the ineffectiveness of a provisional psychologist's use of a skill can all be described as formative evaluation.

The evaluation process must be:

- **clear:** supervisors need to be clear and honest about the message being delivered
- **regular:** feedback should be given at each supervision session
- **balanced:** a balance of negative and positive feedback should be given
- **specific:** generalised feedback is difficult to learn from, so positive and negative evaluations must be accompanied by specific examples.

5.7 Direct observation

Supervisors are required to regularly directly observe the provisional psychologist's practice. In particular supervisors must observe direct client contact in relation to the psychological assessment and measurement capability, and the intervention strategies capability. Direct observation of practice is essential for the supervisor to make an informed assessment of whether or not the provisional psychologist is developing professional competency at a satisfactory rate and to guide their psychological practice.

The supervisor listening to an audiotape or watching a videotape of the provisional psychologist's practice can meet the requirement for 'direct observation'. Where the principal supervisor is unable to perform direct observation in an approved workplace setting, a secondary supervisor approved by the Board is permitted to fulfil this obligation.

Supervisors are required to observe the provisional psychologist conduct a minimum of two psychological assessments and two intervention sessions every six months. The number of sessions which the supervisor directly observes the provisional psychologist's practice in achieving these two core capabilities must be recorded on the six-monthly, transitional (if applicable), and final assessment of competence reports. The supervisor's observation of a provisional psychologist's work in achieving the other core capabilities is also beneficial, but does not need to be recorded as a numerical value in the supervision report. Observed activities such as role plays, the presentation of reports to various audiences and communication with colleagues are useful teaching and assessment tools and should be logged as part of the internship program, but not as hours of direct observation. If required, they may also be discussed within the relevant section of the supervision progress report.

The supervisor must be careful to ensure that the provisional psychologist takes ethical issues into account when undertaking direct observation of client work. These issues include informed consent; maintaining integrity of the therapeutic relationship; privacy; and workplace confidentiality; as well as relevant state and territory and Commonwealth legislation.

6. Core capabilities for the internship program

6.1 Introduction

The internship program comprises eight core capabilities common to all areas of psychological practice. The term 'capability' refers to the range of knowledge, skills and expertise expected of and demonstrated by a six-year trained psychologist. Each capability focuses on a different but interrelated aspect of professional psychology and must not be taught in isolation. It is a fundamental requirement that the provisional psychologist develop core counselling skills including empathy, reflective listening and positive regard as these skills underlie all aspects of psychological practice.

By the conclusion of the internship program, provisional psychologists are expected to have acquired and demonstrated proficiency in the following core capabilities:

- a) knowledge of the discipline
- b) psychological assessment and measurement
- c) intervention strategies
- d) communication and interpersonal relationships
- e) research and evaluation
- f) ethics, legal and professional matters
- g) working within a cross-cultural context
- h) practice across the lifespan.

6.2 Assessment of core capabilities

For each capability, guidelines are provided on specific training objectives and assessment tasks. These must be undertaken progressively over the period of the internship program.

As each objective of a capability is completed, the provisional psychologist must document this on the *Final assessment of competence* form which must then be signed off by the supervisor.

The supervisor and provisional psychologist must review progress on the core capabilities at least every six months during the internship program. A supervision progress report must be completed by the principal supervisor and submitted to the Board by the provisional psychologist every six months (refer to section [8 Recording and reporting requirements](#) in these guidelines).

Six written cases documenting the provisional psychologist's ability to apply appropriate interventions within recognised psychological frameworks must be submitted to the supervisor (see section [6.3.3 Intervention strategies – assessment tasks](#)). The case studies must be based on six different presenting problems. In the case of organisational interventions, the case studies must be of the same rigour and scope as identified above.

Three of these case studies that have been signed off by the supervisor must be submitted to the Board for assessment in the final year of the internship, that is, any time after 1540 hours of internship have been completed.

At the conclusion of the internship program, the supervisor must complete and sign the declaration on the *Final assessment of competence* form certifying that the provisional psychologist has achieved the required objectives.

6.3 The core capabilities

6.3.1 Knowledge of the discipline

Definition

The theoretical knowledge and understanding of psychology is the foundation for all the other core capabilities. It informs and shapes psychological practice. This capability includes the knowledge of psychological theories and models, empirical evidence of the theories and models and major methods of psychological inquiry. The application of this knowledge together with an understanding of professional ethics and standards is the basis of the professional practice of psychology.

Training objectives

During the internship program, the provisional psychologist should develop his or her knowledge and incorporate the core subject areas into his or her practice. The provisional psychologist should focus

on how the theoretical and empirical literature in these core subject areas assists with adequately investigating, describing, explaining, predicting and modifying human behaviour, cognition and emotion.

The core subject areas are:

- lifespan and developmental psychology
- basic psychological processes (e.g. cognitive, perceptual, emotional)
- intercultural and indigenous psychology
- history of psychology and its theories
- abnormal psychology/atypical reactions and behaviours
- personality theories
- learning theories
- psychometrics and test construction
- group dynamics
- social and family systems
- diagnostic systems
- evaluation and application of research methodology
- social psychology
- evidence-based psychological interventions.

Assessment tasks

The supervisor must be satisfied through

- a) their knowledge of the provisional psychologist's practice, and
- b) evaluation of six target problems presented over the course of the program, that the provisional psychologist has gained sufficient competence in knowledge of the discipline.

The six target problems presented to the supervisor must include a brief theoretical analysis of the following:

- a description of the problem
- a list of the core subject areas relevant to the target problem
- a discussion of theories and models relevant to the target problem, with reference to how these theories and models assist with investigating, describing, explaining, predicting and modifying the target problem
- case formulation to provide the rationale for the intervention plan
- a plan for an appropriate intervention for the target problem, informed by the relevant theories.

The provisional psychologist may choose to present the analyses of their target problems in a number of ways agreed upon by the supervisor and the provisional psychologist (for example, via an oral presentation to the supervisor in an individual or group supervision meeting or via a case discussion).

It is important that the range of target problems chosen by the provisional psychologist covers the majority of the core subject areas. Therefore, target problems may be selected from areas of interest other than those usually encountered in their practice.

A written summary of the six target problems presented must be kept using the target problems template that is available on the Board's website. The Board may request submission of the summary at any time during the internship.

6.3.2 Psychological assessment and measurement

Definition

Assessment is an ongoing, interactive and inclusive process that serves to identify, describe, conceptualise and formulate presenting issues. Assessment is a fundamental process interwoven with most other aspects of professional practice and is seldom the sole focus of a psychologist's work.

Assessment focuses not only on dysfunction but also on function. The objectives for this capability centre on demonstrating skills and knowledge in conducting systematic psychological assessments (including observation, interview and psychological testing) and applying this knowledge to problem formulation. The objectives also include demonstrating skill in writing informed, succinct, valid and well organised psychological reports.

Training objectives

Assessment training objectives for this capability are to be addressed across different settings, clients, and groups, and for different purposes. The objectives involve theoretical and applied training in a range of techniques including interviews, questionnaires, systematic observation, history taking, test administration and interpretation, and report writing.

Training occurs through approved workplace practice, attendance at workshops, discussions during supervision sessions, set reading and supervisor feedback. Training should include observation by the provisional psychologist of experienced practitioners conducting psychological assessments. Training must include observation by the principal supervisor or an approved secondary supervisor of the provisional psychologist's workplace practice in conducting psychological assessments.

Required objectives include training in the theoretical basis and client-based experience in:

- a) mental status examinations
- b) risk assessment of harm to self or others, including accidental or intentional harm and acute or chronic risk
- c) micro counselling skills
- d) three or more of the following interview techniques:
 - i. structured interview
 - ii. unstructured interview
 - iii. selection interview
 - iv. survey interview
 - v. clinical interview for diagnostic purposes
 - vi. individual interviews
 - vii. group-based interviews
- e) systematic behavioural observation including:
 - i. naturalistic observation
 - ii. clinical observation
 - iii. observation of individuals or groups
- f) psychometric tests:
 - i. issues to do with test reliability, validity, utility and standardisation, the limitations of tests, and how best to identify, select and use tests

ii. administration, scoring and interpretation and report writing for the current versions of at least one test in each of the following categories:

- an individually administered adult or child test of intelligence (e.g. WISC IV, WAIS IV, WPPSI-III, Stanford-Binet V, Kaufman Adolescent and Adult Intelligence Test, Kaufman Assessment Battery for Children, Differential Ability Scales)
- at least one major standardised test of personality (e.g. 16PF, MMPI, Rorschach, CPI, OMNI, NEO)
- at least one specialised test of memory (e.g. Wechsler Memory Scale, Wide Range Assessment of Memory and Learning)

While the examples listed above are not exhaustive, any test chosen to fulfil the requirements must be of equivalent complexity and based on empirically validated approaches.

iii. administration, scoring, recording and interpretation and report writing for the current editions of at least two different tests in at least two of the following categories:

- specialised cognitive assessments
- developmental and education
- vocational
- adaptive behaviour
- mental health
- counselling
- clinical and health
- group tests (as listed in [Appendix B Elective tests/assessments](#))

Provisional psychologists' queries about the suitability of particular tests (for meeting client needs and/or Board requirements) must be referred to the principal or secondary supervisor.

Provisional psychologists may also wish to make use of the *Assessment domain additional resources* for the national psychology examination which is available on the Board's website.

Diagnosis training objectives to be addressed in this capability (across different settings, clients groups, and for different purposes) comprise:

- knowledge of psychopathology
- knowledge and application of diagnostic classification systems (including current versions of DSM or ICD)
- hypothesis generation and testing leading to diagnosis
- formulation of the predisposing, precipitating, perpetuating and protective factors which provide an account of why this particular client is presenting with these issues at this time.

Report writing objectives comprise demonstrating skill in writing informed, succinct, valid and well organised psychological reports.

Assessment tasks

The supervisor must be satisfied through their knowledge and direct observation of the provisional psychologist's practice that the above objectives have been met.

To satisfy the mandatory and elective psychometric test objectives, each test must be administered, scored, interpreted and reported upon as many times as is necessary for the provisional psychologist to acquire an appropriate level of competence in the use of that instrument. However, tests from each category must be administered, scored, interpreted and reported, on clients in the workplace, no less than five times.

To satisfy the diagnosis training objectives the supervisor must be satisfied that the provisional psychologist has demonstrated competence in:

- a) developing formulations of presenting problems or situations which integrate information from assessments within a coherent framework, that draws upon psychological theory and evidence and which incorporates interpersonal, societal, cultural and biological factors
- b) correctly assessing presenting problems and justifying the diagnosis within a major diagnostic classification system, including adequately evaluating differential diagnoses.

6.3.3 Intervention strategies

Definition

Intervention involves activities that promote, restore, sustain or enhance function and is based on a 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.

Training objectives

Training objectives should focus on a range of intervention approaches for both individuals and groups that incorporate and include:

- a) core psychotherapy and counselling skills (e.g. rapport building, active listening, empathic responding, reflection, questioning, summarising, finding solutions, closure)
- b) establishing professional relationships, including forming a positive working alliance with clients and colleagues and negotiating a treatment or service contract
- c) identifying the nature and documented efficacy of the interventions required
- d) justifying the link between diagnosis, formulation, and intervention chosen
- e) identifying issues relevant to the delivery of the interventions, including ethical, legal, professional, cultural, family factors, and service constraints and adapting the therapeutic approach accordingly
- f) designing, planning and implementing a range of professionally recognised preventative, developmental or remedial interventions, including but not limited to:
 - i. cognitive behavioural, psychodynamic, behavioural, family systems, narrative, and problem focused approaches
 - ii. organisational interventions and career development (e.g., career planning in organisational contexts)
- g) ongoing monitoring, evaluation, and modification of the intervention including measuring change in behavioural, cognitive and emotional functioning, and revising the problem formulation and initial intervention as indicated.

Training should include direct observation by the provisional psychologist of experienced practitioners conducting psychological interventions. It must include observation by the supervisor or secondary supervisor of the provisional psychologist's workplace practice in conducting psychological interventions.

Assessment tasks

The supervisor must be satisfied through:

- a) their knowledge and direct observation of the provisional psychologist's practice, and

- b) evaluation of six case studies which document the provisional psychologist's ability to apply appropriate interventions within recognised psychological frameworks

that the provisional psychologist has gained sufficient competence in the psychological interventions capability.

For case study requirements refer to sections [8.3 Case studies](#) and [Appendix D Case study requirements](#) in these guidelines.

6.3.4 Communication and interpersonal relationships

Definition

The ability to effectively communicate, in written and oral format, from a psychological perspective, in a style appropriate to a variety of different audiences, and to interact professionally with a wide range of client groups and other professionals.

Training objectives

Communication training objectives include:

- a) developing and maintaining effective oral and written communication skills:
 - i. in rapport building
 - ii. by demonstrating clarity, accuracy, coherence, organisation and succinctness of communication
 - iii. with clients, colleagues, professionals and community members from varied cultural, ethnic, religious, social and political backgrounds and contexts
- b) adapting style of communication to people with a wide range of levels of cognitive ability, sensory acuity and modes of communication
- c) responding appropriately, including demonstrating sensitivity to matters under consideration if necessary
- d) communicating, interacting and liaising for a range of purposes (e.g., discussing research with other professionals; discussing relevant psychological services with clients or potential clients)
- e) awareness of personal motivation, biases and values and how these may influence communication.

Training in oral communication can take place through:

- a) observation of the supervisor or other professionals interacting with clients, families, other professionals, groups or organisations
- b) observation (directly or by videotape or audiotape) and subsequent feedback by the supervisor of the provisional psychologist interacting with clients, families, other professionals, groups or organisations
- c) professional development courses or activities to develop communication skills
- d) delivering professional presentations.

Training in written communication can take place through:

- a) writing case notes, intervention plans or correspondence

- b) report writing for a variety of audiences such as:
 - i. health professionals
 - ii. legal professionals
 - iii. public servants
 - iv. employees of insurance companies
 - v. work-related or organisational reports to employers.

The provisional psychologist must present examples of such written materials from a variety of contexts to the supervisor for feedback.

Interpersonal Relationships Training Objectives are:

- a) establishing and maintaining constructive working and therapeutic alliances with clients
- b) gaining knowledge and awareness of theoretical and empirical research on professional relationships, including:
 - i. power relationships
 - ii. therapeutic alliance
 - iii. interface with social psychology
 - iv. fluctuations of the therapeutic relationship as a function of contextual factors:
 - environmental (e.g., housing or workplace)
 - client (e.g., beliefs, personality or physical health)
 - therapist (e.g., inappropriate structure or pacing)

Assessment tasks

The supervisor must be satisfied through their knowledge of the provisional psychologist's practice that the above objectives have been met. In addition to reading and co-signing (where appropriate) all formal written reports and key correspondence, the supervisor must view at least 12 examples of other documents including case notes, correspondence and intervention plans written for a variety of purposes. The supervisor must keep a record of the written communications using the template that is available on the Board's website. The Board may request submission of the summary at any time during the internship.

6.3.5 Research and evaluation

Definition

The systematic identification, critical appraisal and application of relevant research evidence to psychological practice.

Education and training in foundations of psychological research methods are essential for a provisional psychologist to develop skills in this competence. Areas of focus include, but are not limited to: reviewing relevant literature, understanding ethical issues, selecting appropriate research methods, and analysing and reporting outcomes and identifying appropriate pathways for disseminating findings and conclusions.

Training objectives

Training objectives are:

- a) identifying and defining problem situations (or target behaviours) based on interview, assessment and client history

- b) critically evaluating the psychological literature relevant to the identified problem or target behaviour
- c) applying the relevant research within the context of psychological practice, including:
 - i. generating hypotheses to be tested based on review of the literature
 - ii. designing an intervention or therapeutic program to test the hypothesis
 - iii. implementing the intervention
 - iv. collecting, recording, and analysing client responses to the intervention
 - v. evaluating the effectiveness of the intervention
 - vi. modifying the intervention based on the evaluation if indicated
 - vii. ongoing review of hypotheses and effectiveness of the intervention
- d) understanding legal and ethical issues associated with the collection, release, dissemination and storage of information or data.

Assessment tasks

The supervisor must be satisfied through their knowledge of the provisional psychologist's practice that the application of research training objectives have been met and.

In addition, the provisional psychologist must present to the supervisor at least one literature review regarding a problem situation/target behaviour, which cannot be the literature review written for the fourth year thesis. The literature review regarding problem situation/target behaviour must cover the following:

- a) identification and definition of a problem situation/target behaviour in psychological practice
- b) review and integration of evidence-based theories and models relevant to the problem situation/target behaviour
- c) discussion and evaluation of how these theories and models inform the investigation, description, explanation, prediction and modification of the problem situation/target behaviour
- d) summary of a literature search conducted including relevant search terms used, a list of the data base/s used, and other resources (e.g., catalogues).

The six case studies presented to the supervisor, including three that are subsequently submitted to the Board to satisfy the assessment task requirements of the intervention capability, are also relevant to the provisional psychologist's understanding of the application of evidence based research to professional practice and must inform the supervisor's evaluation of such. Please refer to [8.3 Case studies](#) and [Appendix D Case study requirements](#) in these guidelines.

6.3.6 Ethical, legal and professional matters

Definition

Knowledge of ethical, legal and professional issues and their application to psychological practice.

Training objectives

Knowledge of ethical issues

Detailed knowledge and understanding of ethics relevant to psychological practice as set out in the Board endorsed *Code of ethics*.

- a) confidentiality and privacy issues

- b) consent issues (including minors and those unable to provide informed consent);
 - i. sexual propriety
 - ii. boundary issues
- c) psycho-legal issues (e.g. disclosure of information; rights of clients to access their files).

Knowledge of legal issues

Knowledge of the main provisions and awareness of when to consult relevant legislation contained in state and territory and Commonwealth acts and regulations of parliament as they pertain to psychologists' work.

Knowledge of the National Law is mandatory. Other areas where relevant legislation exists include:

- freedom of information
- mental health
- workers compensation
- disability services
- guardianship
- privacy
- health records
- equal opportunity and anti-discrimination
- victims of crime
- children and adolescents
- mandatory reporting
- ethical human research

Knowledge of professional issues

Knowledge of professional issues including:

- a) personal presentation
- b) the role of the psychologist within the profession and the workplace
- c) the roles of other professions and the ability to report to other professionals appropriately and work collaboratively
- d) the propriety of relationships amongst psychologists, between psychologists and other professionals, employers and clients
- e) mechanisms for the resolution of conflict between psychologists and clients, colleagues, employers and other professionals, including complaints decisions
- f) working effectively at an appropriate level of autonomy, with awareness of the limits of one's own competence, and accepting accountability to relevant professional and service managers
- g) managing own personal learning needs and developing strategies to meet these
- h) using supervision to reflect on practice and making appropriate use of feedback received
- i) developing self-reflection or self-assessment skills
- j) developing strategies to manage the emotional and physical impact of psychological practice and seeking appropriate support when necessary, with good awareness of boundary issues
- k) understanding the impact of difference and diversity and implications for working practices
- l) gender, sexuality and cultural issues
- m) service needs of vulnerable groups in society

- n) registration issues; that is, requirement for maintaining and notifying
- o) advertising and public statements
- p) administrative and record keeping procedures (including adequate clarification of any financial arrangements, including billing)
- q) note-taking
- r) negotiated work place agreements.

Application to practice training objectives

Training in applying abstract ethical principles (derived from the Board endorsed *Code of ethics*) to professional practice may take place through:

- a) discussions between the supervisor and provisional psychologist regarding ethical issues identified in real-life professional practice or in ethical dilemma vignettes
- b) attendance at professional development courses or activities to develop ethical knowledge.

Training in applying in self-evaluation skills (i.e., self-reflective practice) in order to identify personal limitations and the limits of their professional competence that may affect work with clients should take place through discussions between the supervisor and provisional psychologist and feedback from the supervisor regarding the provisional psychologist's practice and limitations.

Assessment tasks

The supervisor must be satisfied through their knowledge of the provisional psychologist's practice and with the consent of the provisional psychologist, through discussions with the provisional psychologist's line manager, employer or agency, that the ethical, legal and professional training objectives have been met. In addition, the provisional psychologist must present to their supervisor:

- a) a brief report of at least six situations in which he or she has identified their professional limitations. This report may vary from a 500 to 2000 word summary. Each instance must describe:
 - i. the situation
 - ii. the role of the provisional psychologist in that situation (e.g., sole therapist)
 - iii. situation requirements that the psychologist was able to meet
 - iv. situation requirements that were outside the psychologist's competence or expertise
 - v. steps taken by the provisional psychologist to manage the situation and client needs (e.g., referral to another professional)
 - vi. self-evaluation or self-assessment skills
 - vii. awareness of personal and professional limitations that may affect work with similar clients and situations.

A written summary of the six professional limitations reports must be kept using the summary of professional limitations template that is available on the Board's website. The Board may request submission of the summary and any of the reports during the internship.

The provisional psychologist must also present to their supervisor:

- b) a brief report describing at least six ethical dilemmas and his or her responses to them. This report may vary from a 500 to 2000 word summary. Each situation must describe:
 - i. the client problem
 - ii. nature of dilemma or conflict

- iii. specific aspects of the situation that raised issues
- iv. the ethical principles that were relevant to those aspects
- v. how ethical principles were applied by the provisional psychologist in the situation.

A written summary of the six ethical dilemma reports must be kept using the summary of ethical dilemmas template that is available on the Board's website. The Board may request submission of the summary and any of the reports during the internship.

6.3.7 Working within a cross-cultural context

Definition

Working effectively within a cross-cultural context requires a psychologist to develop core capabilities to adequately practise with clients from cultures different from the psychologist's own. The objectives for this capability centre on demonstrating awareness, knowledge and skill to work within a cross-cultural context.

Training objectives

The provisional psychologist, through both supervised practice and professional development, activities is required to:

- a) demonstrate awareness of his or her own cultural background and any resulting bias or skewed perception of client experience
- b) demonstrate the ability to acquire relevant knowledge of clients' cultural background
- c) demonstrate the skills and special abilities required to assess and intervene with culturally different clients in an effective and culturally-relevant manner.

Assessment tasks

The supervisor must be satisfied through their knowledge of the provisional psychologist's practice that the cross-cultural context training objectives have been met. In addition, the provisional psychologist must present to the supervisor at least one case study where the client is from a culture different from that of the provisional psychologist and that demonstrates the required core capabilities. Specifically, the case study must demonstrate the ability to use and adapt appropriate assessment and intervention strategies in response to the cross-cultural context.

6.3.8 Practice across the lifespan

Definition

This capability requires the provisional psychologist to demonstrate the core capabilities required by the Board across the lifespan. For training purposes, the lifespan can be broken into four specific stages:

- 1. childhood
- 2. adolescence
- 3. adulthood
- 4. late adulthood

Training objectives

The provisional psychologist through both supervised practice and professional development activities must:

- a) develop and apply knowledge of the developmental changes that occur across the lifespan that influence the types of presentations made to practising psychologists
- b) develop and apply core capabilities in ethical, legal and professional matters, psychological assessment and measurement, and intervention strategies with clients in at least two different developmental stages, with at least one stage being either childhood or adolescence and at least one stage being either adulthood or late adulthood.

To meet this objective, the provisional psychologist must complete placements in settings that provide substantial exposure to client populations within the developmental stage in which the core capabilities are being developed.

Assessment tasks

The supervisor must be satisfied through his or her knowledge of the provisional psychologist's practice that across the lifespan training objectives have been met. In addition, the provisional psychologist must present to the supervisor at least one case study where the major focus is a client either in childhood or adolescence and one case study where the main focus is a client either in adulthood or late adulthood.

7. Supervised practice program

7.1 Introduction

The supervised practice program is essentially a contract between the supervisors and provisional psychologist and for this reason needs to be detailed, individualised and well thought out. The supervision plan sets out how the proposed work role(s) will enable the provisional psychologist to attain all the core capabilities of the internship program and how the supervisors will contribute to this process. Professional development activities which the principal supervisor judges to be appropriate to the internship program must be considered.

All provisional psychologists must conduct their internship program in accordance with a personalised supervised practice program that has been agreed to by the provisional psychologist and supervisors and approved by the Board. Provisional psychologists must have an approved supervised practice program in place at all times while undertaking the internship program. The principal supervisor is responsible for ensuring that the supervised practice program is followed. The supervised practice program must be reviewed by the principal supervisor and provisional psychologist at least once every six months in order to ensure that the provisional psychologist is meeting the training objectives of each of the eight core capabilities.

7.2 Responsibilities of provisional psychologists in developing and undertaking the supervised practice program

A provisional psychologist must:

- a) have a thorough working knowledge of the latest version of the 4+2 internship guidelines
- b) secure psychological work role(s)/placement(s) that enables completion of a minimum of 17.5 hours of internship (including psychological practice, supervision and professional development) each week. For the Board's definition of 'psychological practice' refer to section [4.2 Psychological practice: definitions and workplace settings](#) in these guidelines.
- c) enter into a supervision arrangement with a Board approved supervisor and, in conjunction with the supervisor, prepare a supervised practice program in accordance with the guidelines, using the latest version of the plan (SPPR-76) available from the Board's website

- d) in conjunction with the supervisor, decide upon the objectives to be accomplished in each six-monthly supervision period
- e) record the activities undertaken throughout the supervisory period in a log book (PPPLB-10) maintained in accordance with section [8 Recording and reporting requirements](#) of the guidelines and present it to the supervisor at least weekly (or fortnightly if working part time) and when preparing the six monthly progress reports
- f) ensure a supervised practice progress report (PPPR-76) is submitted to the Board on each six-month anniversary of approval of provisional registration and no later than 28 days after this date, regardless of whether the provisional psychologist is in part or full time work or has taken a break from practice (refer to section [8.2 Progress and transitional reports](#) in these guidelines)
- g) ensure that at least six intervention case studies are completed and reviewed by the principal supervisor and at least three of these are subsequently submitted to the Board for assessment before the end of the internship program
- h) prepare for and sit the National Psychology Examination before the end of the internship program (transition provisions apply to 4+2 provisional psychologists who complete the internship and apply for registration before 1 July 2014 – refer to the *Guideline for the National Psychology Examination* for details)
- i) consult with the supervisor about grievances which arise about supervision and cooperate with attempts to resolve them. Provisional psychologists can choose to change supervisor if grievances cannot be resolved and have the right to make a formal complaint about a supervisor to the Board about unsatisfactory supervision.

7.3 Change in supervisory arrangements

The Board understands that, for a variety of reasons, a change in principal or secondary supervisor may be necessary. Requests for approval for a change in principal supervisor or the addition or change of a secondary supervisor must be made in writing to the Board.

When a change in principal supervisor is required, the outgoing supervisor must prepare a transitional progress report which must be provided to the provisional psychologist within 14 days of cessation of the previous supervision arrangement. The provisional psychologist must provide the new supervisor with a copy of the outgoing supervisor's report and lodge a copy with the Board within 28 days of cessation of the previous supervision arrangement. If the above process is satisfactorily completed, supervision will be regarded as continuous. In the event of the new supervision arrangement not being approved by the Board, the applicant will be informed of the reasons.

A letter signed by the incoming supervisor and provisional psychologist confirming the continuation of the most recently approved supervised practice program under the supervision of the new supervisor must be forwarded to the Board within 28 days. In the event that the new supervisor and the provisional psychologist agree that a change to the supervised practice program is necessary, then a revised supervised practice program and formal position description/s for any work roles being undertaken must be submitted to the Board within 28 days of the new supervisory relationship commencing. The date on which the provisional psychologist can begin to accrue hours of work and supervision under the new supervised practice program is the date on which the Board receives a revised supervised practice program and formal position description(s) which the Board assesses as complete.

If a provisional psychologist is unable to secure a new supervisor, he or she must notify the Board in writing within seven days of the cessation of the supervisory relationship and contact the nominated secondary supervisor and work under that supervisor. The provisional psychologist may continue to work under the supervision of the approved secondary supervisor for up to eight weeks but during that time must have applied to the Board for a new principal supervisor and been given approval by the Board for that arrangement.

7.4 Changes to work roles

Requests for approval for a new work role or any amendment to an existing work role (e.g. change in duties or hours) must be submitted to the Board in the form of an amended supervised practice program signed by the supervisors and the provisional psychologist. A formal position description for each proposed new role must accompany the revised program. The provisional psychologist can begin to accrue hours of supervised practice in the new work role(s) when the Board receives a complete, revised supervised practice program and formal position description(s).

8. Recording and reporting requirements

8.1 Log books

The provisional psychologist must develop and maintain a log book of all activities undertaken during the internship program (refer to Form PPLB-10). The log book must consist of a weekly record of practice, record of professional development, and record of supervision using the required format. Failure to maintain log books in this format may result in the Board not recognising a period of supervised practice.

Log books may be requested by the Board at any time throughout the internship program. Failure to submit the log books in response to a request by the Board may result in loss of recognition of a period of the internship program. In the case of repeated non-compliance, the Board may consider initiating an investigation into the provisional psychologist's professional conduct.

8.1.1 Daily record of practice

An entry into the daily record of practice must be made on a weekly basis and contain the following information:

- a) location of psychological practice, client and presenting issues
- b) date of activity and description of psychological practice: direct client contact with details of psychological assessment and/or intervention/prevention/evaluation and duration of activity
- c) date of activity and description of psychological practice: client-related activity with details of activities related to problem formulation, diagnosis, treatment planning/modification and reporting/consultation and duration of activity
- d) reflections on experiences
- e) cumulative total hours completed to date.

The provisional psychologist must present the daily record of practice to the supervisor:

- a) for signing at least weekly or if working part time at least fortnightly
- b) at the time of reviewing the supervised practice program and preparing a supervision progress report.

8.1.2 Record of professional development

An entry into the record of professional development must be made on a separate sheet of the record on completion of each professional development activity and contain the following information:

- a) date, and name of organising body, lecturer, workshop leader etc.
- b) title and format of activity
- c) duration of activity

- d) brief outline of the relevance to psychological practice and development of the core capabilities.

The provisional psychologist is required to keep evidence of participation in the activity (i.e., receipt, certificate of attendance) as well as all documentation about the activity (e.g. description of the activity and profile of the presenter).

The provisional psychologist must present the record of professional development to the supervisor:

- a) for signing following the completion of each professional development activity
- b) the full log at the time of reviewing the supervised practice program and preparing a supervision progress report.

8.1.3 Record of supervision

The record of supervision must contain the following information for each supervision session:

- a) date and duration of the supervision session
- b) name of supervisor for that session
- c) method of supervision: individual or group; in person, videoconference, or telephone (if approved)
- d) professional practice issues brought to supervision for discussion
- e) brief record of content of discussion
- f) plans for follow-up activities and/or discussion
- g) plans for further development of knowledge and skills relevant to the core capabilities
- h) provisional psychologist's comments
- i) supervisor's comments and feedback.

An entry into the record of supervision must be made either after each supervision session or in time to be tabled at the next supervision meeting. Each entry must be signed by the supervisor and provisional psychologist.

8.2 Progress and transitional reports

8.2.1 Progress reports

In preparing a progress report, the supervisor/s and provisional psychologist should refer to the *Final Assessment of Competence* (PPAC-76) to assess the progress that the provisional psychologist is making in his or her internship program. The principal supervisor in conjunction with the approved secondary supervisor will prepare and provide to the provisional psychologist a progress report:

- a) every six months from the provisional psychologist's date of registration (except where the provisional psychologist is due to apply for general registration)
- b) irrespective of whether the provisional psychologist is engaged in full or part time work or whether there has been a break in the internship program;
- c) within 14 days of the end of each six-month period
- d) which contains two case examples from clients seen during the six-month reporting period, written by the provisional psychologist, one of an assessment and one of an intervention conducted by the provisional psychologist.

Case examples should each be approximately 400 words in length and signed by the supervisor and provisional psychologist. Where case examples are significantly longer than the word limit (approximately 400 words), they will be returned and should be resubmitted within 14 days of non-compliance with the word limit.

Where these case examples are not submitted, the hours of supervised practice for that reporting period may not be recognised as meeting the requirements for general registration and may need to be repeated.

If there are any extenuating circumstances which might prevent the above requirements from being met, the supervisor must contact the Board in writing prior to the date on which the progress report is due. The provisional psychologist must lodge a copy of the progress report with the Board within 28 days of the end of each six-month period.

If a progress report is submitted more than 28 days after the end of the six-month period, that period of the internship program may not be recognised. Further transgressions may result in disciplinary proceedings for the principal supervisor, secondary supervisor and provisional psychologist.

8.2.2 Transitional reports

With a change in the principal supervisor, the outgoing supervisor will prepare a progress report in the required format. For the purpose of these guidelines, such a report is described as a transitional report. This report is then forwarded to the Board and a copy made available to the provisional psychologist and the new principal supervisor. If the change in supervisor occurs very soon after a six monthly progress report, the progress report could also be used for the transition progress report.

8.3 Case studies

As part of the training requirements, provisional psychologists undertaking the 4+2 internship program must write six case studies, each of which must be based on a different presenting problem. These case studies provide a means for provisional psychologists to demonstrate, and be formally assessed by the supervisor/s and the Board on the development of their knowledge, skill and practice during the internship program.

Through their case studies, provisional psychologists demonstrate their applied practice and skills in psychological assessment, measurement, diagnosis, formulation and intervention/prevention planning, delivery and evaluation, with a focus on evidence-based practice. Case studies are more detailed than a typical psychological report and have a different purpose in that they are intended to showcase the provisional psychologist's knowledge and skills and demonstrate their thinking and reasoning.

Case studies are an educational and developmental tool, designed to help the provisional psychologists develop the core competencies. Therefore, discussion, review and evaluative feedback by the supervisor/s are required during case study development and the process should adhere to adult learning principles.

Detailed information on the preparation of case studies including guidance on content and format is at [Appendix D](#).

8.3.1 Case study assessment

All six case studies must be reviewed by the principal or secondary supervisor to determine that the case studies reflect development of a level of knowledge and skill required for completion of the internship program. Supervisors also ensure that the case studies meet all the requirements set out in the Guidelines, including demonstration of working across the lifespan and with different client groups and presenting problems. Supervisors are required to provide evaluative feedback on case studies to the provisional psychologist using a clear and transparent process.

The provisional psychologist subsequently submits three of the case studies to the Board for assessment during the second half of the internship – that is, after 1540 hours of internship have been completed. The principal supervisor and the provisional psychologist must both sign the case studies

prior to submission. When detailed review and evaluation of case studies has been undertaken by a secondary supervisor, the principal supervisor must still review the evaluated case study and sign to indicate they are satisfied with the evaluation and believe that the case study is of a satisfactory standard to be submitted to the Board.

All case studies that have been assessed by the Board are returned to the provisional psychologist who must attach three case studies that have been assessed as satisfactory to the Board when they apply for general registration at the end of the internship.

Case studies that are assessed as unsatisfactory will be returned to the provisional psychologist with a clear statement about why it was unsatisfactory and the provisional psychologist will be required to submit another case study from the pool of six to the Board. Resubmission of the same case study to the Board will not be permitted. Further information on the Board's policy on unsatisfactory case studies and submission of further case studies is set out in [Appendix E](#) of this guideline.

At the end of the internship the provisional psychologist resubmits three case studies that have been assessed as satisfactory by the Board with his/her application for general registration.

8.4 Final assessment of competence

When the supervisor believes that a provisional psychologist has satisfied the requirements of the internship program, he or she must certify that in their opinion the provisional psychologist has acquired proficiency in the core capabilities to a level where he or she can independently, accurately and ethically offer opinion and practise in the capability.

The principal supervisor must complete a *Final Assessment of Competence* form (PPAC-76) and ensure that Board's evaluation requirements for each capability have been completed.

9. Information for principal and secondary supervisors

9.1 Introduction

Effective supervision involves the supervisor assuming a mentoring and tutoring role in overseeing the professional development and ethical behaviour of provisional psychologists.

The aims of supervision include:

- a) assisting provisional psychologists in the acquisition and application of knowledge and skills gained from the study of psychology to work as practising provisional psychologists
- b) protecting clients and provisional psychologists during the stage of learning professional skills and roles
- c) promoting ethical and professional standards of conduct and service
- d) supporting the professional development of provisional psychologists in ways that will increase their effectiveness as future psychologists.

9.2 Responsibilities of principal supervisors

A principal supervisor of a provisional psychologist undertaking an internship program is responsible for providing close supervision and support and helping to develop peer networks for the provisional psychologist for the full two years of the program. Given the rigour of the 4+2 internship program, supervisors must not, at any one time be a principal supervisor for more than five provisional psychologists undertaking this program. The Board will review this limit in the next review the Guidelines. The Board reserves the right to allow an increase in the limit of five provisional psychologists on a case by case basis depending on exceptional circumstances.

Supervisors have a responsibility to ensure they only take on as many supervisees as they can handle without reducing the quality of supervision provided, and supervisors, as registered psychologists

must adhere to the provisions of the Board approved *Code of Ethics* and practise only within their areas of competence.

One supervisor may not have all the necessary skills and up to date broad experience to train the provisional psychologist adequately in every capability. The Board therefore requires the appointment of a secondary supervisor(s). The secondary supervisor fulfils a component of the supervision of the internship program as agreed with the Board, the principal supervisor, and the provisional psychologist, and is responsible to the principal supervisor. Secondary supervisor(s) assist the principal supervisor by providing training, supervision and oral and written feedback about the progress of the provisional psychologist as specified in the supervision plan.

Secondary supervisors may contribute no more than 25 per cent of the provisional psychologist's total supervision (unless an increase is approved by the Board due to special circumstances). Information regarding the secondary supervision arrangement must be incorporated into the supervised practice program, signed by all parties, and forwarded to the Board for approval.

By entering into a supervision arrangement with a provisional psychologist, the principal and secondary supervisors are effectively also entering into a contract with the Board. Consequently, each supervisor has obligations to the Board in the context of their supervision of the provisional psychologist, the neglect of which may lead to revocation of supervisor status. Supervision responsibilities include:

- a) ensuring that supervision is provided in accordance with the National Law, *Code of Ethics*, registration standards and guidelines
- b) immediately informing the Board of any concerns regarding the provisional psychologist's competence to practise, breaches of ethical standards, inability to practise due to reasons of ill health; or failure to comply with the requirements of the National Law, *Code of Ethics* registration standards or guidelines
- c) discussing the limitations of any proposed work role and ensuring these will allow the provisional psychologist to achieve the core capabilities as set out in the Guidelines
- d) ensuring the provisional psychologist's place of work is conducive to ethical practice, taking into account issues of privacy and confidentiality
- e) directly observing the provisional psychologist undertaking diagnostic assessments on at least two occasions every six months and interventions on at least two occasions every six months, ensuring that all ethical and legal issues are taken into account when making such arrangements
- f) co-signing reports and key correspondence (where appropriate) written by the provisional psychologist, taking into account any legal or ethical issues, or arranging for this to be undertaken by an approved secondary supervisor at the provisional psychologist's workplace
- g) preparing a progress report every six months, including a clear evaluation of the provisional psychologist's work performance, progress, and plans for his or her future development
- h) supervising within the limits of his or her experience and training and, where necessary, informing the provisional psychologist of these and assisting in finding an additional supervisor
- i) providing a final supervision report and any other information as required by the Board at the conclusion of the supervisory period
- j) ensuring that, prior to submission, supervision plans, supervision progress reports and case studies meet the standards and requirements of the latest version of the Guidelines
- k) regularly participating in professional development and any professional development that may be required by the Board.

These matters are primarily the responsibility of the principal supervisor, but where relevant, also apply to the secondary supervisor when they are undertaking supervision as set out in the supervised practice program.

9.3 The supervisor as mentor

As a mentor, the supervisor strives to guide and teach the provisional psychologist by:

- a) providing opportunities for reflection, discussion and feedback on all elements of a provisional psychologist's professional practice
- b) monitoring of professional activities and standards of the provisional psychologist
- c) intervening in problematic situations by applying or imparting knowledge or skills not yet mastered by the provisional psychologist
- d) regularly evaluating the provisional psychologist's performance in the delivery of psychological services and the procedures used
- e) providing guidance in administrative issues in practice settings
- f) facilitating the provisional psychologist's education and the acquisition of skills
- g) ensuring that each client or patient knows that the provisional psychologist is practising psychology under supervision
- h) having some exposure to the full range of the provisional psychologist's work, including research, communication, intervention and assessment.

9.4 Eligibility requirement for Board approved 4+2 internship supervisors

The requirements for becoming a Board approved supervisor for the provision of supervision to provisional psychologists completing an approved internship are that the psychologist:

- a) must have held general registration for at least three years before starting supervision as a principal supervisor, and at least two years before starting as a secondary supervisor
- b) must have successfully completed a Board approved training program in psychology supervision
- e) must not be a member of the supervisee's immediate family or household
- f) must not have been nor is currently engaged in a therapeutic relationship with the supervisee
- g) must not be subject to conditions on his or her registration.

Further information for supervisors is available in the Board's *Guidelines for supervisors and supervisor training providers*.

9.5 Personal relationships

Supervisors must endeavour to maintain strictly professional relationships with the provisional psychologist at all times (refer to the *Code of Ethics*). Supervisors must not enter into a dual relationship with provisional psychologists. If such a relationship should develop the supervisor must discontinue supervision immediately, refer the provisional psychologist to another recognised supervisor for supervision and inform the Board of the situation. Supervisors must therefore:

- not enter into any dual relationship with supervisees
- not exploit or engage in sexual relationships with supervisees.

This does not prevent the usual social interactions in the professional or work context.

10. General registration for provisional psychologists who have completed a supervised practice program.

10.1 Eligibility for general registration

To become eligible to apply for general registration, all the following must first be completed:

- all the hours for the internship including a minimum of:
 - 2 calendar years of internship
 - 3080 hours of internship including at least 1114 hours of direct client contact
 - 176 hours of supervision - including at least 117 hours of individual supervision and at least 132 hours of supervision with the principal supervisor
 - 120 hours of professional development
- Six case studies completed by the provisional psychologist have been reviewed by the supervisor/s and three of the case studies have subsequently been assessed as satisfactory by the Board
- a pass in National Psychology Examination (exemption applies to applications for general registration lodged before 1 July 2014 – refer to the *Guidelines for the National Psychology Examination* for details)
- all assessment tasks for the core capabilities as set out in section [6.3 The core capabilities](#) in this Guideline have been completed to the principal supervisor's satisfaction
- the eight core capabilities and attributes (competencies) are achieved to the supervisor's satisfaction and they have completed and signed the *Final Assessment of Competence*.

10.2 Applying for general registration

To apply for general registration the provisional psychologist must submit to the Board:

- *Application for general registration* and supporting documents
- *Final assessment of competence* form, completed by the principal supervisor
- Three case studies completed by the provisional psychologist that have previously been assessed as satisfactory by the Board.

The Board will review the *Final assessment of competence* and other aspects of the application to determine if the provisional psychologist has successfully completed the internship program and is eligible for general registration, including whether he or she has:

- a) attained a satisfactory level of knowledge and proficiency in a range of core capabilities and skills in order to practise independently and within the ethical and professional standards of conduct and practice of the profession, and
- b) demonstrated the ability to apply psychological skills to a range of client groups using appropriate therapeutic techniques and instruments, and
- c) demonstrated the ability to recognise his or her personal and professional limitations and knowledge to practise within those limitations and knows how and when to refer clients to other service providers.

Should the Board not be satisfied that the above requirements have been met, it may require the provisional psychologist to undertake a further period of training under an approved supervised practice program as a provisional psychologist, and then submit three new case studies based on this

program. In order to be eligible for general registration, the provisional psychologist must demonstrate that he or she has met the core capabilities of the internship program.

From 1 July 2014 applicants for general registration who have undertaken the 4+2 internship program will be required to have passed the national psychology examination before applying for general registration.

Provisional psychologists expecting to apply for registration from 1 July 2014 onwards must sit and pass the exam during the internship and before applying for general registration. 4+2 pathway provisional psychologists are eligible to register for and sit the exam after 1,540 hours of the 4+2 internship have been completed. For full time interns this means the exam can be undertaken at any time in the second year of the two year internship program.

For information on the examination including the curriculum, reading resources, exam guidelines, and registering for the exam visit the *National Psychology Examination* web page under *Registration* on the Board's website.

11. Dispute resolution

11.1 Management of disputes within the supervision relationship

These guidelines iterate the importance of a well functioning supervisor-supervisee relationship. This relationship includes regular feedback sessions which allow both parties to discuss how the supervision is progressing and to allow for the early identification of any performance issues that may be developing.

Disputes that may arise in this relationship may include, but not be limited to:

- disagreement about the content of a supervision report being provided to the Board
- failure by a supervisor to provide required documentation such as supervision reports to the provisional psychologist or the Board within the required timeframes
- failure by the supervisor to provide required adequate supervision
- disagreement about the standard of work or type of treatment being provided by the provisional psychologist to clients
- workplace issues such as allegations of bullying.

11.2 Role of the Board in disputes within the supervision relationship

The Board cannot be the arbiter of disputes about the content of any forms or reports provided as part of the internship program by a supervisor to the Board. As outlined in section [5.6 Evaluation in supervision](#) of these guidelines, a supervisor must provide regular constructive feedback to the provisional psychologist during the regular supervision meetings, and must not wait until the end of the supervision period to discuss any queries of competence. There should not be new information included in a report received by the Board that has not been previously discussed between the supervisor and the provisional psychologist.

Workplace matters such as allegations of bullying should be addressed through the procedures of the employing agency in the first instance.

Allegations that relate to the conduct of the supervisor, if appropriate, may become the subject of a notification to the Board. Complaints related to the performance of the supervisor, in accordance with the supervision agreement, such as failing to lodge supervision progress or transition reports to the Board in the timeframes specified will be considered on an individual basis.

The Board may determine:

- it is not a matter for the Board
- that the Board may review the holding of approved supervisor status by the supervisor
- the matter may be considered as a formal notification.

At all times, supervisors and supervisees must be aware of the Board-endorsed Code of Ethics and, in particular, these guidelines in regards to the supervision relationship.

12. References

1. Psychology Board of Australia *Provisional registration standard*
2. Psychology Board of Australia *General registration standard*

Date of issue:	1 July 2010
Date of review:	This guideline will be reviewed at least every three years
Last reviewed:	27 September 2013 Currently under review

This version retired on 31 May 2017

Appendix A - Extract of relevant provisions from the National Law¹

General provisions

Division 3 Registration standards and codes and guidelines

39 Codes and guidelines

A National Board may develop and approve codes and guidelines—

- (a) to provide guidance to the health practitioners it registers; and
- (b) about other matters relevant to the exercise of its functions.

Example. A National Board may develop guidelines about the advertising of regulated health services by health practitioners registered by the Board or other persons for the purposes of section 133.

40 Consultation about registration standards, codes and guidelines

- (1) If a National Board develops a registration standard or a code or guideline, it must ensure there is wide-ranging consultation about its content.
- (2) A contravention of subsection (1) does not invalidate a registration standard, code or guideline.
- (3) The following must be published on a National Board's website—
 - (a) a registration standard developed by the Board and approved by the Ministerial Council;
 - (b) a code or guideline approved by the National Board.
- (4) An approved registration standard or a code or guideline takes effect—
 - (a) on the day it is published on the National Board's website; or
 - (b) if a later day is stated in the registration standard, code or guideline, on that day.

41 Use of registration standards, codes or guidelines in disciplinary proceedings

An approved registration standard for a health profession, or a code or guideline approved by a National Board, is admissible in proceedings under this Law or a law of a co-regulatory jurisdiction against a health practitioner registered by the Board as evidence of what constitutes appropriate professional conduct or practice for the health profession.

¹ The Health Practitioner Regulation National Law, as in force in each state and territory of Australia.

Specific provisions

62 Eligibility for provisional registration

- (1) An individual is eligible for provisional registration in a health profession, to enable the individual to complete a period of supervised practice that the individual requires to be eligible for general registration in the health profession, if -
 - (a) the individual is qualified for general registration in the profession; and
 - (b) the individual is a suitable person to hold provisional registration in the profession; and
 - (c) the individual is not disqualified under this Law or a law of a co-regulatory jurisdiction from applying for, or being registered in, the profession; and
 - (d) the individual meets any other requirements for registration stated in an approved registration standard for the health profession
- (2) Without limiting subsection (1), the National Board established for the health profession may decide the individual is eligible for provisional registration in the health profession by imposing conditions on the registration under section 83.

63 Unsuitability to hold provisional registration

- (1) Section 55 applies to a decision by a National Board that an individual is not a suitable person to hold provisional registration in a health profession.
- (2) For the purposes of subsection (1), a reference in section 55 to general registration in the health profession is taken to be a reference to provisional registration in the health profession.

64 Period of provisional registration

- (1) The period of registration (the **registration period**) that is to apply to a health practitioner granted provisional registration in a health profession is –
 - (a) the period decided by the National Board established for the profession, but no more than 12 months, and published on the Board's website; or
 - (b) the longer period prescribed by a regulation
- (2) the National Board decides to register a health practitioner in the health profession during a registration period, the registration –
 - (a) Starts when the Board makes the decision; and
 - (b) Expires at the end of the first day of the registration period
- (3) Provisional registration may not be renewed more than twice.

Note: If an individual were not able to complete the supervised practice the individual requires for general registration in a health profession during the period consisting of the individual's initial period of registration and 2 renewals of that registration, the individual would need to make a new application for provisional registration in the profession.

Appendix B - Elective tests / assessments

In addition to the mandatory categories of testing detailed in the Guidelines, a provisional psychologist must also gain experience in the current editions of at least two different tests in at least two of the subdivisions listed below.

While the examples listed are not exhaustive, any test chosen to fulfil the requirements must be of equivalent complexity and based on empirically validated approaches

Provisional psychologists may also wish to make use of the *Assessment domain additional resources* which are available on the *National Psychology Examination* webpage.

<p>(i) Specialised cognition assessments such as:</p> <ul style="list-style-type: none"> • Children's Memory Scale • Rey Complex Figure Test • Screening Personality and intellection Impairment in Aged • Mechanical Comprehension Test • Burns Brief Inventory of Communication and Cognition 	<p>(ii) Developmental and education such as:</p> <ul style="list-style-type: none"> • Reynell Developmental Language Scales • Wechsler Individual Achievement Test (WIAT) • Coopersmith Self Esteem Inventories • Griffiths Mental Development Scales • Stanford Achievement Test • Gapadol Reading Comprehension Test • Peabody Picture Vocabulary Test • Wide range achievement test (WRAT)
<p>(iii) Vocational such as:</p> <ul style="list-style-type: none"> • Watson-Glasser Critical thinking Appraisal • Reading Free Vocational Interest Inventory • Differential Aptitude Test • Self directed Search (SDS) Australian Edition • Career Attitudes and Strategies Inventory (CASI): An Inventory for Understanding Adult Careers • Wide Range Interest Opinion Test • Motivational Styles Questionnaire (MSQ) 	<p>(iv) Adaptive behaviour such as:</p> <ul style="list-style-type: none"> • Adaptive Behaviour Scale • Checklist of Adaptive Living Skills (CALS) • Vineland Adaptive Behaviour Scales • Scales of Independent Behaviour – Revised (SIB-R) • Parenting Satisfaction Scale (PSS) • Adaptive Behaviour Inventory for Children (ABIC)
<p>(v) Mental health such as:</p> <ul style="list-style-type: none"> • Beck Depression Inventory • Hamilton Anxiety Scale • General Health Questionnaire • Individual Outlook Test (IOT) • Eating Disorder Inventory • Children's Depression Scale • Coping Scale for Adults • Adolescent Coping Scale • Occupational Stress Indicator 	<p>(vi) Counselling, clinical and health such as:</p> <ul style="list-style-type: none"> • State – Trait Anger Expression Inventory • State – Trait Anxiety Inventory • Inventory of Altered Self Capacities • Inventory of Interpersonal Problems • Rand - 36 Health Status Inventory • Beck Hopelessness Scale
<p>(vii) Group tests such as:</p> <ul style="list-style-type: none"> • ACER AL-AQ And BL BQ • ACER Higher Test ML-MQ and PL PQ • Ravens Progressive Matrices • Otis – Lenin School Ability Test • Watson-Glaser Critical Thinking Appraisal • ACER B40 	

Appendix C Policy for unsatisfactory supervision

Provisional psychologists must receive the required level of supervision as set out in section [5.4 Frequency of supervision](#) in these Guidelines.

The Guidelines state that all provisional psychologists, regardless of their progression in their internship, must receive the following level of supervision:

- at least one hour per week of either individual or group supervision while practising
- at least one hour of supervision per 17.5 hours of supervised practice with the required supervision hours delivered at least fortnightly
- at least one hour of individual supervision per fortnight
- in each six-month reporting period, at least two thirds of supervision must be individual and no more than one third of supervision can be group.

Where supervision hours do not meet the frequency requirements during a six-month reporting period, the provisional psychologist may be required to make up the supervision hours in the next reporting period. Otherwise, the placement, supervision and professional development hours for the reporting period may not be accepted and may need to be repeated.

The following sets out the policies and procedures regarding the failure to meet required minimum levels of supervision:

1. If supervision hours with the principal supervisor or overall supervision hours are *significantly* below the minimum requirement, the provisional psychologist and principal supervisor may be required to provide an explanation. If the explanation is inadequate, the placement, supervision and professional development hours for the reporting period may not be accepted and may need to be repeated.
2. If supervision hours with the principal supervisor or overall supervision hours are *marginally* below the minimum requirement, the provisional psychologist may be required to make up the deficit in the next reporting period. If the hours are not made up in the next reporting period, the provisional psychologist and principal supervisor may be required to provide an explanation. If the explanation is inadequate, the placement, supervision and professional development hours for the reporting period may not be accepted and may need to be repeated.
3. The following cut-offs for significant deficits in supervision hours will be used in determining the remedial action the provisional psychologist should take:
 - 0 – 25% deficit – the provisional psychologist may be required to make up the supervision hours
 - 25-50% deficit – the provisional psychologist may be required to explain the reason for not meeting the minimum supervision requirements. Depending on the explanation provided, the provisional psychologist may be required to repeat the supervision
 - ≥50% deficit – the provisional psychologist may be required to repeat the supervision.

The Board reserves the right to vary the application of this policy to take individual circumstances into consideration.

Appendix D - Case study requirements

- Case studies must meet the following general requirements:
 - a) demonstrate sufficient diversity in client groups, presenting problems and intervention methods to reflect depth and breadth of training, skills and knowledge
 - b) demonstrate that the provisional psychologist operates within his or her capabilities, referring clients to another health practitioner as necessary and manages potential role conflicts
 - c) contain clear and succinct written expression without grammatical or spelling mistakes with correct use of terminology and without use of non- psychological jargon
 - d) typed in prose format and confined to approximately of 2500 words in length (case studies that exceed the word limit by more the 10 per cent will not be accepted)
 - e) based entirely on the provisional psychologist's own work, including delivery of interventions
 - f) written entirely by the provisional psychologist
 - g) co-signed by the supervisor.
- Case studies must meet the following specific requirements:
 - a) number of sessions with each client is stated
 - b) reason for the referral, relevant background information, client or organisational history given
 - c) presenting problems and symptoms (mood, affect, cognition, behaviour) or organisational issues are identified and described in sufficient detail to support the development of a formulation and diagnosis
 - d) risk is assessed and any identified risks are managed
 - e) formulation identifies and integrates the predisposing vulnerabilities, triggers, and maintaining and protective factors that account for the client's presenting problem or target behaviour
 - f) relevant evidence-based theories and models are discussed, including how these inform diagnosis, formulation, treatment plan and intervention delivery
 - g) formal diagnosis using standard diagnostic/classification systems relevant to the area of practice is given; organisational diagnosis is based on psychological tools and processes; any tests must be selected, used and interpreted appropriately and results correctly integrated
 - h) discussion as to whether symptoms meet all diagnostic criteria is included using examples from client's presentation; organisational diagnosis is justified; differential diagnoses should be explored; if the DSM diagnostic classification system is used, the provisional psychologist must demonstrate his or her ability to establish whether each of the diagnostic criteria have been met; if the DSM is not employed, the provisional psychologist must indicate which system or framework is being used and justify how the diagnosis has been derived
 - i) intervention plans are succinctly described and clearly linked with the diagnosis/formulation and relevant evidence based theories; plans are realistic given the provisional psychologist's experience, complexity of the issues, and the number of sessions available for treatment
 - j) intervention is consistent with the plan and a succinct summary of the intervention process (not a session by session account) demonstrating intervention skills in implementing the plan is provided
 - k) a reflection on the case is provided, including lessons learnt and how practice might be modified in light of the experience. The outcome of the intervention is evaluated.

The following information is provided to assist provisional psychologists with writing their case studies, and to assist supervisors in ensuring that the case studies meet Board requirements.

General information: Case study requirements

Case studies should be approximately of 2,500 words in length. Where a client's case is complex, this word limit may exceed by up to 10 per cent, that is, no more than 2,750 words. Case studies that are longer than 2,750 words will be returned for editing to reduce word count and resubmission without being assessed.

Provisional psychologists are encouraged to follow the Board's suggested format when preparing their case studies to ensure that the case studies are comprehensive and contain the required information. The case study format is intended for all areas of psychological practice. The clients on whom the case studies are based may be individuals, couples, families, groups, teams or organisations.

Through their case studies, provisional psychologists demonstrate their applied practise and skills in psychological assessment, measurement, diagnosis, formulation, and intervention/prevention planning, delivery and evaluation, with a focus on evidence-based practice. Case studies are more detailed than a typical psychological report and have a different purpose in that they are intended to showcase the provisional psychologists' knowledge and skills. In their case studies provisional psychologists demonstrate their thinking and reasoning. Some sections of the case study are likely to be shorter than others and the length of each section will depend on the particular case.

Case studies should be carefully de-identified to protect client confidentiality (this includes removing or changing the client's first name). Remember that it is not appropriate in professional writing to write in the first person (that is, from the perspective of 'I', 'me'), or to refer to oneself in the third person (that is, referring to 'the psychologist', 'he/ she' or by name). As such, passive voice should be used to avoid the use of first/third-person pronouns (for example, "It was postulated..." rather than "I postulated...").

The following information is intended to assist provisional psychologists write each required section of the case studies.

Reason for referral

In this section the provisional psychologist sets out:

- who made the referral
- the context of the referral
- the date on which the client was first seen, and
- the number of consultations on which the case study is based.

This section is likely to be brief.

Presenting problem

In this section the provisional psychologist describes the client's presenting problems and history of presenting problems in sufficient detail to support a formulation, justify a diagnosis presented in a later section and to evaluate any differential diagnoses.

This section will include:

- information about the client's presentation and the provisional psychologist's description of the problem(s)
- the provisional psychologist's assessment of the client and the presenting issues (including mood, affect, cognition, behaviour or organisational issues, and problem situations)
- information about onset, course, modulators, severity and impact of problems and associated impairment in clients, and
- detailed assessment of any risk and risk factors.

Relevant background history

In this section the provisional psychologist sets out relevant history of:

- psychosocial/organisational issues
- development/familial/educational issues
- medical/psychiatric issues
- alcohol/drug use
- offending behaviour, and
- previous intervention/s (including response).

Test administration (if applicable)

In this section the provisional psychologist demonstrates that he/she has appropriately selected, used, and interpreted any psychometric tests/assessment methods that he/she administers. The results/scores are reported in full using correct terminology and/or statistical parameters and are integrated into the provisional psychologist's general psychological assessment.

Formulation

In this section the provisional psychologist provides an account of why this client is presenting with these symptoms at this time, drawing from assessment data presented in earlier sections. The provisional psychologist clearly identifies and integrates the factors that:

- predispose the client to their presenting problem
- are associated with the onset of the problem
- help to maintain the problem, and
- are likely to facilitate response to intervention, for example, client strengths and supports.

Diagnosis

In this section the provisional psychologist demonstrates appropriate use of a standard diagnostic system relevant to area of practice (or if no diagnosis is given a discussion as to why this is not appropriate). If choosing to use the DSM, provisional psychologists may submit case studies using either DSM IV or DSM V until 30 June 2014. The submitted work should clearly state which classificatory model is being used. From 1 July 2014, provisional psychologists should submit case studies using DSM V.

If a diagnosis has been made by another professional, the provisional psychologist is required to acknowledge this and also evaluate the diagnosis in the context of the client's current presentation. All criteria are fully evaluated and justified against presenting symptoms. Psychologists working in non-clinical areas (for example, organisational psychology) will apply appropriate psychological theories, models, assessment tools and processes. The provisional psychologist considers differential diagnoses and provides a rationale for why they were considered and then excluded.

Discussion of evidence-based theories

In this section the provisional psychologist discusses and provides references for evidence-based theories that are relevant to the:

- client's diagnosis/problem situation
- formulation, and
- intervention plan and delivery.

Intervention plans

In this section the provisional psychologist succinctly describes his or her intervention plan (that is, the intervention that he/she designed following his/her assessment of the client) and links this with the client's diagnosis/formulation and evidence-based theories.

The plan is realistic given the complexity of the issues, number of consultations available, experience of provisional psychologist, and the capacity of the client. In a complex case management situation the provisional psychologist may focus on the specifically psychological component of intervention.

The intervention plan:

- clearly identifies treatment goals and targets and the specific intervention strategies that have been selected for achieving these (the "what" and "how" of the plan), and
- outlines a plan for managing risk factors if these are indicated.

Intervention delivery

In this section the provisional psychologist demonstrates his or her intervention skills by providing a succinct summary that includes examples of how the intervention was implemented. The provisional psychologist demonstrates that the delivery is consistent with the plan and briefly discusses any modifications that were required. The provisional psychologist comments on the client's responses to the intervention and how any difficulties were overcome/managed.

Evaluation and reflection

In this section the provisional psychologist describes how the intervention was evaluated and how outcomes were measured. The provisional psychologist details specific improvement(s) in presenting symptoms or organisational performance and, where relevant, compares pre and post intervention scores on psychometric measures. The provisional psychologist briefly comments on the strengths and weaknesses of the intervention, and reflects on his/her practice.

The provisional psychologist states how his/her experience would be used to inform future practice.

Appendix E - Policy for unsatisfactory case studies

As part of the internship program provisional psychologists must submit to the Board for assessment, three of their six written case studies that meet the case study requirements set out in this Guideline and which have been reviewed by their supervisor. If any or all of these case studies do not meet these requirements further case studies will be required.

In the event that nine unsatisfactory case studies are submitted, the Board may propose to refuse the application for general registration. The following sets out the policies and procedures in the circumstances of the submission of unsatisfactory case studies:

1. If one or more case studies is assessed as unsatisfactory by the Board, the provisional psychologist must submit further case studies from his or her pool of six, commensurate with the number of case studies that were unsatisfactory.
2. Resubmission of unsatisfactory case studies to the Board is not permitted – only new case studies will be accepted for assessment. When a case study is unsatisfactory the Board will provide a clear statement setting out why the case study does not meet the requirements which will help the provisional psychologist to address the issues in the new case study. It is the responsibility of the principal supervisor to review case studies before they are submitted to the Board to ensure they meet the criteria.
3. If all six case studies are submitted to the Board and less than three of them are assessed as satisfactory, the provisionally psychologist must complete up to three further case studies and submit them to the Board for approval.

The Board may require an additional period of supervised practice of up to 770 hours (35 hours x 22 weeks) to be completed in addition to the further case studies.

4. If one or two of the further case studies submitted to the Board for assessment unsatisfactory, the provisional psychologist must submit further case studies commensurate with the number of case studies that were unsatisfactory.
5. The provisional psychologist is not eligible to apply for general registration until three case studies have been assessed as satisfactory by the Board and returned to the provisional psychologist, in addition to the other requirements for general registration.
6. If the additional three case studies are unsatisfactory – that is, a total of nine unsatisfactory case studies have been submitted – the Board may propose to refuse to renew provisional registration and not approve any further supervised practice as a provisional psychologist.

The Board reserves the right to vary the application of this policy to take individual circumstances into consideration.