



Guidelines for the 5+1 internship program for provisional psychologists and supervisors

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Psychology Board of Australia

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1. Introduction

The Psychology Board of Australia (the Board) has developed these guidelines for the education and training of psychologists with provisional registration undertaking the 5+1 internship program. They expand on the requirements of the 5+1 internship program outlined in the Board's *Provisional registration standard* and are published consistent with section 39 of the Health Practitioner Regulation National Law, as in force in each state and territory (the National Law).

The '5+1 internship program' refers to a five-year sequence of accredited tertiary qualifications in psychology plus one year (or equivalent part-time) of supervised practice. The final, sixth year of training is referred to here as 'the internship program' and is the subject of these guidelines.

General registration as a psychologist requires at least six years education and training. Therefore the sixth year internship must further develop the previous five years' training and support the development of the eight core capabilities and attributes (competencies) specified in the *Provisional registration standard*.

1.1 Overview

The internship component (the '+1' of the 5+1 internship program) is one year (or equivalent part time) of supervised training that involves three 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.

2. The internship program

2.1 Entry into the 5+1 internship program

The first half of the 5+1 internship program is an accredited fifth-year program of study in professional psychology, such as a Graduate Diploma of Professional Psychology.

Entry into a fifth-year program of study usually requires the applicant to have completed an accredited four-year sequence of study in psychology in the last 10 years. Entry requirements are determined by the accredited standards developed by the accreditation authority and individual universities and colleges. Individuals wishing to enrol in a fifth year program must contact the relevant tertiary institution directly for information about application and entry requirements, including whether there are any conditions or refresher training requirements.

Once accepted into a fifth year program of study, candidates must apply to the Board for provisional registration so they can undertake the professional degree. Online application for provisional registration is available from the AHPRA website – www.ahpra.gov.au – under *Graduate applications*. Alternatively a paper application form is available from the Board's website – www.psychologyboard.gov.au under *Forms*.

Provisional registration must be maintained for the entire duration of the 5+1 internship program. The first part of this is the fifth year of the professional degree and the second part is the sixth year of supervised practice (the internship).

The internship is one year (or equivalent part-time) of practical training. Entry into this part of the program requires successful completion of the accredited fifth-year program of study (or another qualification assessed as equivalent) within the last 10 years. Applicants for the sixth-year (internship) component of the program who completed the fifth-year qualification more than 10 years ago will be required to complete refresher training to be eligible to start the internship.

Provisional psychologists can start the internship immediately after successfully completing the fifth-year qualification (e.g. before formally graduating). However, their degree must be conferred before they apply for general registration after completing the internship program. An approved internship plan, including supervision with a Board-approved supervisor, must be in place during the internship year. This internship year builds on the fifth year of training, so cannot normally be undertaken until the fifth year is completed.

2.2 Aims

To prepare for general registration, provisional psychologists must undertake generalist training in eight defined core areas of psychology. The main objectives of the internship program are to ensure that the provisional psychologist continues to develop the skills and knowledge gained from the first five years of training in a Board-approved practical setting so they can:

- demonstrate the ethical and professional standards of conduct and practice required of a psychologist
- demonstrate the integration of psychological theory and practice
- demonstrate relevant psychological principles, knowledge and skills in a wide variety of professional settings, with a variety of client groups (such as individuals, groups, couples, families, organisations) and client presentations (such as depression, anxiety, trauma, relationship issues, work effectiveness, change management, selection and recruitment, promotion of wellbeing, etc.)
- demonstrate competence in the administration and interpretation of a range of psychological assessment tools and techniques
- demonstrate skills in diagnosing psychological disorders and formulating, delivering, recording and reporting appropriate interventions and outcomes
- demonstrate the capacity to work collaboratively with a variety of professionals
- cultivate self-evaluation skills to develop awareness of professional competence and limitations
- participate in and understand the philosophy of ongoing professional development in order to maintain and increase their effectiveness as a psychologist, and
- participate effectively in the supervision process with an approved supervisor(s).

2.3 Core competencies

The internship program focuses on ensuring provisional psychologists can demonstrate the eight core competencies (capabilities and attributes) common to all areas of psychology practice necessary for entry-level general registration. The term 'competency' refers to the range of applied knowledge and skill expected of and demonstrated by a six-year trained psychologist.

The eight core competencies for the internship program align with the Board-approved accreditation standards and international standards.

These competencies are developed across all six years of psychology training. They begin to be developed during the first four years of training with a thorough grounding in the scientific discipline and an introduction to the application of the discipline. In fifth year the provisional psychologist builds on and extends the skills developed in the first four years and undertakes general education in the professional practice of psychology. This includes developing the essential capabilities and attributes for safe practice and includes some practical experience to prepare them for the final year of training. In this final internship year, they will consolidate the core competencies and practical application of skills and knowledge in professional practice settings under appropriate supervision.

For details of the core requirements for psychology undergraduate courses and fifth-year courses, refer to the Australian Psychology Accreditation Council (APAC) Accreditation Standards. For more comprehensive course content, refer to the individual education provider.

By the end of their internship, the provisional psychologist must understand and be proficient in the eight competencies to qualify them for safe and effective independent practice.

The supervisor has an important role in by providing continuous oversight, review and assessment of the provisional psychologist's progress towards achieving these core competencies. This includes regular formal supervision and progress review, direct observation and providing evaluative feedback in case study development and reviewing the completed case study.

[Table 1](#) provides a summary of the process by which provisional psychologists can demonstrate to their principal supervisor that they have attained each of the core competencies.

In addition to supervisor-based assessment, the Board will review and assess the development of the core competencies during the internship using the six-month progress report and two case studies completed by the provisional psychologist. A summary of the requirements for reporting to the Board is in [Table 3](#).

From 1 July 2014, applicants for general registration who have completed the 5+1 internship program must have passed the National Psychology Examination during their internship. The examination assesses applied psychological knowledge. This is a significant basis of competence in the profession and helps demonstrate that the practitioner has an appropriate level of applied professional knowledge and competence, to better protect the public.

Four examination domains measure the eight competencies of the internship program. When designing an internship program, the provisional psychologist and their supervisor should ensure that the requirements of the *National Psychology Examination curriculum* are incorporated into the internship plan. For more information see [Section 2.4.3 National Psychology Examination](#), and the *Guidelines for the National Psychology Examination*.

Table 1: Core competencies

| Core competency | Description | Supervisor based assessment |
|--|---|---|
| 1. Knowledge of the discipline | <p>Overall knowledge of the discipline underpins all of the other competencies and includes:</p> <ul style="list-style-type: none"> • knowledge of psychological principles, professional ethics and standards • theories of individual and systemic functioning and change • dysfunctional behaviour • psychopathology, and • the cultural bases of behaviour and organisational systems. | <ul style="list-style-type: none"> • Report on professional development activities to the supervisor • Review during case study development • Evidence of preparation for the National Psychology Examination (e.g. discussion of recommended reading) |
| 2. Ethical, legal and professional matters | <p>Knowledge and understanding of the ethical, legal and professional aspects of psychological practice.</p> | <ul style="list-style-type: none"> • Direct observation • Discussion of ethical dilemmas and legal and professional matters in supervision sessions • Review during case study development • Evidence of preparation for the National Psychology Examination (ethics domain) |
| 3. Psychological assessment and measurement | <p>The use of appropriate psychometric tools that enable description, conceptualisation, and prediction of relevant aspects of a client's functioning, behaviour, and personality (note: the client may be an organisation, group or individual).</p> | <ul style="list-style-type: none"> • Direct observation (including at least two assessment client sessions every six months) • Case study requirement (at least two assessment case studies) • Evidence of preparation for the National Psychology Examination (assessment domain) |
| 4. Intervention strategies | <p>Activities that promote, restore, sustain or enhance cognitive functioning, emotional adjustment and a sense of well-being in individuals or groups of clients through:</p> <ul style="list-style-type: none"> • preventative • developmental, or • remedial services, and/or • in groups or organisations, restoring or enhancing group and/or organisational functioning. | <ul style="list-style-type: none"> • Direct observation (including at least two intervention client sessions every six months) • Case study requirement (at least two intervention case studies) • Evidence of preparation for the National Psychology Examination (intervention domain) |
| 5. Research and evaluation | <p>The application of critical analysis to evaluate and apply findings from scientific publications in psychology to working with clients, as well as to evaluate and report on interventions.</p> | <ul style="list-style-type: none"> • Discussion of research in the context of supervision relevant to the internship • Case study development and review |

| Core competency | Description | Supervisor based assessment |
|---|--|--|
| 6. Communication and interpersonal relationships | <p>The capacity to convey, appraise and interpret information orally and in writing and to interact on a professional level with a wide range of client groups and other professionals.</p> | <ul style="list-style-type: none"> • Direct observation of practice and regular review of written communication • Discussion of communication issues in supervision sessions, including evidence of reading and preparation for the National Psychology Examination (communication domain) |
| 7. Working in a cross-cultural context | <p>Demonstrating understanding of competencies one to six above applied to clients whose backgrounds differ from the psychologist's own, such as people:</p> <ul style="list-style-type: none"> • from cultures such as, but not only, Aboriginal and Torres Strait Islander people • from non-English speaking backgrounds • who differ from the psychologist for example in age, gender, religious beliefs, sexual orientation, and • with disabilities. | <ul style="list-style-type: none"> • Discussion and review of cross-cultural issues in supervision sessions • Reading to prepare for the National Psychology Examination |
| 8. Practice across the lifespan | <p>Demonstrating understanding of competencies one to six, applied to clients in:</p> <ul style="list-style-type: none"> • childhood • adolescence • adulthood, and • late adulthood. | <ul style="list-style-type: none"> • Discussion and review of lifespan issues in supervision sessions • Reading to prepare for the National Psychology Examination |

2.4 Requirements

2.4.1 Required hours

[Table 2](#) shows the number of hours required for each of the three main components of the internship. The last column provides a reference to the relevant section of these guidelines where additional information about the component can be found.

Table 2: 5+1 Internship – required hours

| Internship component | Total hours required | Breakdown (of total hours required) | Relevant section of these guidelines |
|---|---|--|---|
| Psychological practice (supervised practice) | 1,400 | Direct client contact : minimum 40 per cent (560 hours), with the rest being client-related activities . Up to 60 of the 560 hours of direct client contact may be focused on skills acquisition activities, including simulated learning activities. | Section 3. Psychological practice |
| Supervision | 80 One hour of supervision for every 17.5 hours of psychological practice | Individual supervision (one-on-one): a minimum of two thirds (50 hours) of total supervision must be individual supervision with the principal supervisor. Other supervision time can be additional individual supervision, small group supervision, or other supervision activities. | Section 4. Supervision |
| Professional development | 60 | 60 hours must be completed in the internship (e.g. workshops, reading) | Section 5. Professional development |
| TOTAL | 1,540 | | |

2.4.2 Required reporting

As shown in [Table 3](#), there are four formal processes for reporting to the Board during the internship:

- log-book
- six-month progress report/s
- case studies, and
- final assessment of competence report.

Table 3: 5+1 Internship – required reporting

| Report | Who completes it? | When is it submitted to the Board? |
|--|--|---|
| Log-book – LBPP-76 section A <i>Record of supervised psychological practice</i> | Provisional psychologist | With the six-month progress report/s, the final assessment of competence report, and at any other time if requested by the Board. |
| Log-book – LBPP-76 section B <i>Record of professional development</i> | Provisional psychologist | |
| Log-book – LBPP-76 section C <i>Record of supervision</i> | Provisional psychologist Supervisor provides feedback and/or evaluative comments | |
| Six-month progress report – PRFI-76 | Principal supervisor: evaluation of progress Provisional psychologist: critical self-reflection on progress | Within 28 days of the end of every six month period |
| Case studies One assessment and one intervention case study from a pool of four developed during the internship | Provisional psychologist with feedback and review by the supervisor/s | Any time during the internship, after a review by the principal supervisor. It is recommended one is submitted within the first 770 hours, and one in the second 770 hours of the internship. |
| Final assessment of competence – PACF-76 | Principal supervisor: evaluation of competence Provisional psychologist: critical self-evaluation | At the end of the internship, with an application for general registration, after two case studies pass Board assessment and the National Psychology Exam has been passed. |

2.4.2.1 Log-book

The provisional psychologist must maintain a logbook that details activities undertaken during the internship. The logbook provides a mechanism for recording and reporting on the three key components of the internship: psychological practice, professional development and supervision.

The logbook must be reviewed regularly by the supervisor/s and submitted to the Board with the progress report/s and the final assessment of competence, and within 14 days if requested at any other time.

Failure to maintain a completed logbook may result in the Board not recognising a period of supervised practice and/or initiating an investigation into the professional conduct of the provisional psychologist and the supervisor.

The log-book record of professional practice form – LBPP-76 - that must be used is available on the Board's website. It contains three sections: A. record of practice, B. record of professional development, and C. record of supervision.

A. *Record of practice*

Provisional psychologists must maintain a daily record of their practice. Details about what information to include are shown on the logbook form.

The record of practice section must be signed by the provisional psychologist, and sighted and signed by the principal supervisor regularly - usually weekly or fortnightly for part-time provisional psychologists.

B. Record of professional development

Provisional psychologists must maintain a record of relevant professional development (PD) activities undertaken during their internship program. This should be recorded and signed by the provisional psychologist when PD activities are completed, and sighted and signed by the principal supervisor regularly. The supervisor's evaluative comments about the PD undertaken by the provisional psychologist should be included in progress reports and final reports.

In addition to maintaining a record, the provisional psychologist must keep a portfolio of evidence of participation in the activity (e.g., receipt, certificate of attendance) and documentation about the activity (e.g. description of the activity and profile of the presenter, notes and written reflection on the activity and outcomes). The supervisor should review and sign this regularly.

C. Record of supervision

The provisional psychologist must summarise the content of each supervision session, including evidence of critical self-reflection. The record of supervision must also include supervisory feedback and/or evaluative comments from the supervisor who conducted the session. The record of supervision must be completed on a regular basis, e.g. on a weekly or fortnightly basis and signed by the provisional psychologist and supervisor/s.

2.4.2.2 Progress report

The progress report provides an opportunity for the provisional psychologist to:

- critically reflect on and assess their performance during the supervision period
- discuss their progress toward developing the eight competencies with their principal supervisor and
- set training goals for the next reporting period.

Progress reports also enable the Board to monitor provisional psychologists' progress during the internship.

The principal supervisor is required to write the report using the *Progress report form – PRFI-76* – available on the Board's website. The supervisor must provide thoughtful, evaluative feedback about the provisional psychologist's progress against each competency, and ensure that every section of the report is completed.

The Board will provide feedback about any concerns about the provisional psychologist's progress in his/her internship program based on its appraisal of the progress report. Concerns may relate, for example, to issues such as work role, frequency of supervision, and progress towards developing the core competencies.

A progress report is required every six months from the start of the internship. A provisional psychologist completing their internship in one year will usually submit only one six-month progress report. A provisional psychologist undertaking the internship program part-time will be required to submit more than one progress report. If there is a change of principal supervisor during the internship, a transitional progress report is required –see [Section 7.4.2 – Changes in supervisory arrangements](#).

The supervisor should provide the report to the provisional psychologist within 14 days of the end of the reporting period. The provisional psychologist then reviews and reflects on the report and can reflect and comment on their progress. The provisional psychologist should have an opportunity to provide independent comment, should the two parties disagree on any aspect of the report.

The provisional psychologist must submit the completed progress report to the Board within 28 days of the end of the six-month reporting period. The Board may not recognise for registration purposes the relevant period of the internship if progress reports are not submitted within 28 days after the end of the six-month reporting period. Repeated failure to submit reports could result in disciplinary proceedings for the principal supervisor, secondary supervisor and provisional psychologist.

If there are extenuating circumstances that might prevent the report being submitted on time, the supervisor must contact the Board (through their local office of AHPRA) in writing before the date on which the report is due.

2.4.2.3 Case studies

To demonstrate their experience, knowledge and development of competencies during the internship, the provisional psychologist must complete at least four case studies for review by their principal supervisor. Each case study must be based on a different presenting problem and reflect work with actual clients. Two of the case studies must focus on assessment and two on intervention. One of each type will be submitted to the Board before the end of the internship. Successful completion of the case study component is a mandatory requirement of the internship program.

The case studies are an educational and developmental tool, designed to assist the provisional psychologist to develop relevant competencies. Case studies document the provisional psychologist's ability to comprehensively assess clients and provide appropriate interventions within recognised psychological frameworks.

The case study process must be supervised and reviewed by the supervisor/s. Supervision must include oversight of relevant assessment and intervention by the provisional psychologist with a client. It should also involve discussion, review and evaluative feedback to the provisional psychologist by the supervisor during case study development, using a clear and transparent process that adheres to adult learning principles.

Supervisors therefore have dual role in the development of case studies by provisional psychologists. They provide oversight during the development process and review the final written case study. Supervisors also assist provisional psychologists in their selection of two case studies for submission to the Board. Some principal supervisors may choose to delegate aspects of this supervision to a secondary supervisor, such as review of the written case study relating to a specific area of expertise.

The supervisor must be satisfied that a case study meets all the case study criteria before it is submitted to the Board. The case study cannot be amended and resubmitted if the Board determines that it is unsatisfactory. This is because the case study reflects completed psychological work which cannot be amended. A different case study from the pool of four should be submitted instead.

The Board recommends that one case study be submitted to the Board before the practitioner completes 770 hours of supervised practice (that is, in the first half of the program), and the second case study submitted after the provisional psychologist has completed at least 770 hours of supervised practice (that is, in the second half of the program). Both the provisional psychologist and the supervisor must sign the case studies submitted for evaluation. For details of the case study requirements refer to [Appendix D](#).

2.4.2.4 Final assessment of competence

When the minimum hours for the internship program have been completed and the principal supervisor believes that the provisional psychologist has satisfied the requirements of the internship and achieved the eight core competencies and attributes, the principal supervisor must complete a final assessment of competence form.

Completing the form certifies that the provisional psychologist has acquired proficiency in the core competencies to independently, accurately, and ethically offer opinion and practise competently.

The form must not be submitted until the provisional psychologist has passed the National Psychology Examination and the Board has assessed the two submitted case studies as satisfactory. The final assessment of competence form – PACF-76 - is available on the Board's website.

2.4.3 National Psychology Examination

A provisional psychologist undertaking the 5+1 internship program must undertake the National Psychology Examination before applying for general registration. This is one of the requirements of the Board's *General registration standard*.

The Board expects that the provisional psychologist and their supervisor will design a program of professional development, study and revision that will prepare the provisional psychologist for the examination and meet the overarching requirements of the internship program and the provisional psychologist's own learning and development needs. The *National Psychology Examination curriculum*, *National Psychology examination recommended reading list*, and the *Guidelines for the National Psychology Examination* are available on the Board's website.

2.5 Timeframes

2.5.1 Commencing the internship

In the interests of a smooth transition from study to work, provisional psychologists undertaking a fifth year qualification (i.e. Graduate Diploma of Professional Psychology) may lodge their *Internship program plan* – form INPP-76 for approval up to six weeks before completing their degree.

The provisional psychologist can begin the sixth year internship as soon as the fifth year qualification is completed, provided that:

- a complete internship plan has been lodged with the Board for approval, and
- the principal supervisor is already a Board-approved principal supervisor for the 5+1 internship program, and
- provisional registration is maintained.

A provisional psychologist is not permitted to start client contact in the internship until the Board has approved the internship program plan. A provisional psychologist who starts the internship immediately after lodging the plan with the Board can only accrue client contact hours through [simulated client contact](#) activities until they receive written approval of the internship program plan from the Board.

The Board will take the fifth-year qualification to have been completed on the date it is provided with an official academic transcript or letter from the head of school that confirms successful completion of all the requirements of the degree and eligibility to graduate.

The Board will take a complete internship plan to have been lodged if it is submitted on the correct form, is complete, all required attachments are included, and the plan contains enough detail to enable the Board to determine whether the core competencies can be met under the proposed plan.

If the internship program plan is not subsequently approved, the Board will not usually recognise hours of practice, supervision, and professional development that have been accrued since it was lodged and will require a new or amended plan to be submitted for approval.

2.5.2 Minimum and maximum timeframes

The minimum time for completing the internship component (the sixth year) of the 5+1 internship program is 44 weeks full time if no leave is taken, or part time equivalent. The provisional psychologist must continue to be supervised in accordance with these guidelines for a minimum of 44 weeks, even if they have met all the other internship requirements earlier.

In accordance with the *Provisional registration standard*, the maximum period for completing the entire 5+1 internship program (an accredited professional degree followed by at least 1,540 hours of approved internship) is five years from the date of commencement. The date of commencement means the date that provisional registration is granted by the Board.

The five year maximum applies regardless of whether the 5+1 internship program is undertaken on a full-time or a part-time basis and includes any periods of leave taken. The Board will consider exemptions to the five-year maximum timeframe on a case by case basis and will make reasonable accommodations for parental and sick leave, and part-time study and/or practice when clear evidence of need is provided.

2.6 Arranging an internship

[Table 4](#) summarises the steps that a candidate for the 5+1 internship should follow to arrange their internship. The last column provides a reference to the relevant section(s) of these guidelines where additional information can be found.

Table 4: Arranging a 5+1 internship

| Step | Description | Relevant section(s) of these guidelines |
|--|---|---|
| 1. Find work role(s)/ placement(s) of a psychological nature | Find work role(s)/placement(s) that will allow the achievement of the core competencies and other requirements of the internship. A single placement may be permitted if it covers a broad range of experience, or the internship may require two or more placements. | Section 2.3 Core competencies Section 2.4 Requirements Section 3 Psychological practice |
| 2. Find a principal supervisor | Enter into a supervisory arrangement with a Board-approved supervisor. Identifying a suitable principal supervisor may take time and require discussions and/or meetings with several prospective supervisors. | Section 4 Supervision |
| 3. Find a secondary supervisor | Enter into a supervisory arrangement with a Board-approved secondary supervisor. The principal supervisor may assist the provisional psychologist to identify an appropriate secondary supervisor and must agree to secondary supervisors. | Section 4: Supervision |
| 4. Develop an internship plan | In conjunction with their identified supervisors, the applicant must develop an internship program plan using form INPP-76. | Section 4.3 The internship plan |
| 5. Complete and submit application documents to the Board | The applicant must submit the following to the Board: <ul style="list-style-type: none"> completed <i>Application form for provisional registration (APRO-76)</i> if unregistered¹ the proposed internship plan – INPP-76 position description(s) for the work role(s)/placement(s) to be undertaken, from the organisation or agency where the internship will be conducted and signed by the workplace manager, and any other relevant supporting documents. <p>The applicant must also arrange for the final academic transcript showing successful completion of the fifth-year qualification to be sent directly to the Board by the issuing educational institution.</p> <p>The applicant must retain a copy of all forms and documents for their own records.</p> | Section 4.3 The internship plan |

¹ Applies to applicants who have taken a leave of absence between completion of the fifth year qualification and commencement of the sixth year internship.

3. Psychological practice

Within the internship, psychological practice involves the application of psychological knowledge, methodology, principles, techniques and ethical standards to individual clients, groups or organisations. It takes place in a wide range of professional practice settings and workplaces.

Professional practice settings may include: clinical, counselling, organisational, neuropsychological, health, educational and developmental, community, sport and exercise, and forensic. Workplaces where psychological practice is conducted include corporations, educational settings, government departments, health and welfare and community agencies, group private practices, and non-profit organisations.

Psychological practice conducted by the provisional psychologist during the internship should be based on the scientist-practitioner model. This 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 hypothesis and revising where necessary.

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

- individual client interventions — psychological practice activities such as assessment, counseling, diagnosis, intervention, case consultation, case conferences, report writing and case notes, evaluation, and modification of interventions
- group interventions — psychological practice activities, such as training and development, group counselling, organisational development and change, consultancy, resource development, and program evaluation, and
- individual or group interventions, rehabilitation, career development, outplacement counselling, employee assistance programs, report writing, consultation, and liaison.

Psychological practice involves the application of specific skills, such as 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 or other interventions, making referrals, and self-reflective practice and understanding personal and professional limitations.

3.1 Client contact

Client contact means direct client contact performing specific tasks of psychological assessment, diagnosis, intervention, prevention, treatment, consultation, and providing advice and strategies under the guidance of the supervisor.

A 'client' is a party or parties to a psychological service provided by the provisional psychologist. Clients may be individuals, couples, families, groups of people, organisations, communities, facilitators, sponsors, or those commissioning or paying for the professional activity.

Client contact may include providing advice and strategies and other direct contact (such as in person, by videoconference or telephone) with associated parties of the primary client with whom the provisional psychologist interacts in the course of providing a service to the primary client, such as a parent or teacher of a client who is a minor.

3.1.1 Simulated client contact

Client contact may include up to 60 hours of simulated client contact learning activities. These are activities that allow the provisional psychologist to experience problem-based learning with simulated clients which allow the development of clinical reasoning and communication skills in a realistic but controlled learning environment. Simulation allows the provisional psychologist to experience dealing with feelings and emotions stimulated by clinical and professional scenarios, while not putting real patients at risk.

To be recognised for the internship, simulated client contact must be approved by the supervisor as relevant to skills development for the internship. Simulated learning activities should be followed by review and discussion to confirm that skills development using simulated techniques is actively contributing to achieving core competencies.

Simulated learning activities may include role play and reflection, use of standardised patients or student/peer actors, simulated testing techniques, computer clients using screen-based/virtual worlds, DVDs of real or simulated clients, shadowing a senior psychologist with a real client, and discussion and treatment planning after the simulation. They may include both the client contact and client-related activities aspects of practice, such as a role-play client consultation followed by practise of planning, research, and report writing skills in relation to the role-play client.

The supervisor must provide oversight of simulated activities and clear guidance about which aspects are appropriately claimed as client contact and client-related activities. The supervisor must also ensure simulated learning activities are directly relevant to the acquisition of relevant competencies for work with clients

As a maximum of 60 hours of simulated learning can be claimed as client contact hours, any additional simulated learning activities approved by the supervisor as either client contact or client related activities must be logged as client related activities.

3.2 Client-related activities

Client-related activities are activities considered necessary to provide a high standard of service to clients and to support the provisional psychologist's achievement of the core competencies. Client-related activities may include reading and researching to assist problem formulation and diagnosis, case consultation with colleagues, formal and informal reporting and scoring assessments.

The supervisor provides guidance on what client-related activities are relevant, taking into account the provisional psychologist's development needs and their unique work role context. The supervisor will also provide guidance on the appropriate level of detail for recording client-related activities in the logbook.

3.3 Placements and work roles

Placements or work roles for the internship must be psychological in nature, and may be paid or unpaid. In particular, they must involve the psychology-specific tasks of assessment, problem formulation, diagnosis, intervention and prevention. If an applicant intends to undertake employment in a position that is predominately concerned with providing services unrelated to psychology in another professional field (such as social work, occupational therapy, special education, etc), their proposed internship program plan will not be accepted.

Provisional psychologists may need to undertake more than one placement to gain the broad range of experience necessary to achieve the core competencies of the internship. Some work roles do not provide the opportunity for the provisional psychologist to achieve the core competencies. For example, 'occupational suitability assessor' roles may require one-off client assessment of a limited nature but no ongoing intervention, and similarly case management roles may involve a large component of work of a non-psychological nature. The Board will consider applications for concurrent placements on application.

A single placement for the internship will be approved if it will enable the provisional psychologist to meet the minimum client contact requirements (560 hours) and, together with supervision and professional development activities, enables the provisional psychologist to achieve all the required competencies.

Provisional psychologists are not permitted to work independently or establish an independent private practice. This is because the provisional psychologist has not completed their supervised training and general registration is required for independent 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 (such as a referring agency).

3.3.1 Scope of the psychological practice

Work roles/placements that do not consist primarily of psychological tasks and activities that contribute to the requirements of the internship (client contact, client-related activities, psychological supervision and professional development) may still be approved for the internship program. However, only psychological tasks and activities should be included in the provisional psychologist's record of practice (in the logbook) and counted towards the total number of hours required for the internship program.

Work roles/placements that do not enable the provisional psychologist to meet the minimum requirement of 17.5 internship hours per week (whether alone or in combination with other placements) will not be approved.

A work role may consist exclusively of duties that meet the psychological practice requirements but are limited in scope and do not allow the provisional psychologist to achieve all of the core competencies. The supervisor must help the provisional psychologist identify the limitations of proposed work roles/placements that might prevent the provisional psychologist from achieving all of the competencies within the internship timeframe. The supervisor must also help the provisional psychologist to identify additional opportunities that will enable the provisional psychologist to have the broad range of experience required in the internship program such as additional placements, professional development activities, and supervision.

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'. 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.

Work roles such as teaching or tutoring in psychology, supervising other professionals or working in research positions do not constitute psychological work for the purpose of the guidelines and will not be approved. However, supervised applied psychological research as part of a psychological practice role may be accepted, provided it contributes to achieving the core capabilities for the internship and constitutes not more than 200 hours of psychological practice.

4. Supervision

Supervision is an interactive process between a provisional psychologist and a supervisor. It provides the provisional psychologist with a professionally stimulating and supportive opportunity for growth. Supervision of the provisional psychologist's professional practice (see [Section 3 Psychological practice](#)) during the internship period is undertaken by Board-approved supervisors.

The purpose of supervision is to guide and provide feedback on the provisional psychologist's practice, and to assess personal, professional and educational development in the context of their experience of providing safe, appropriate and high quality care to clients.

Supervision involves a special type of mentoring relationship in which supportive direction, facilitative activities, and instructive critique is given by the supervisors to assist provisional psychologists to achieve their professional goals.

In particular, the supervisor oversees the provisional psychologist's application of procedures and tasks to help them achieve the eight core competencies required for general registration (see [Section 2.3 Core competencies](#)).

Supervisors for the internship must be Board-approved. See the Board's website for a searchable list of Board-approved supervisors.

Guidelines for supervisors and supervisor training providers are also available on the website; these outline requirements for Board-approved supervisors.

4.1 Supervision provided during the internship

Supervision must always be provided within the limits of the supervisor's experience and training, and in accordance with the National Law, registration standards, these guidelines, and the Board-endorsed code of ethics for the profession. It is recommended that supervision occur on a weekly basis while the provisionally registered psychologist is practising.

A minimum of 80 hours of supervision must be provided at a ratio of one hour of supervision to 17.5 hours of supervised (psychological) practice (total 1400 hours – see [Table 2](#)). The supervisor may vary the frequency and duration of supervision meetings during the internship according to the needs of the provisional psychologist and practice context, provided there is regular direct supervision for the entire duration of the program and the overall supervision hours are met.

At least 70 hours of the total supervision (80 hours) must be direct. Direct supervision is defined as real-time verbal communication between the intern and supervisor, conducted either together in the same room or through videoconference, including Skype, or telephone. However, supervision should primarily use visual mediums where each party can clearly see the other's facial expressions and body language. Therefore no more than 20 hours of supervision for the internship may be by telephone or other direct non-visual communication.

Up to 10 hours of supervision may be indirect (asynchronous) supervision such as providing written feedback.

Fifty hours of the total supervision hours must be direct, one-on-one supervision by the principal supervisor.

If supervision is not provided at the required ratio of 1 hour of supervision for every 17.5 hours of psychological practice, and/or is not provided frequently for the duration of the internship, the Board may not recognise the period of supervision or may take other action. For details refer to the Board's policy for unsatisfactory supervision at [Appendix C](#).

4.1.1 Individual supervision

Fifty hours of the total supervision provided during the internship must be individual supervision provided by the principal supervisor.

Individual supervision must:

- be direct (real-time verbal communication between the provisional psychologist and the supervisor, conducted either together in the same room or through videoconference, including Skype, or telephone)
- include direct observation of the provisional psychologist's practice with clients (see [Section 4.1.3 Direct observation](#) for details)
- be provided frequently throughout the internship when practising (excluding leave periods), regardless of the number of hours per week of psychological practice completed.
- predominantly be at least one hour per session (up to 10 hours may be claimed for shorter supervision sessions)

4.1.2 Other supervision

The remaining 30 hours of the supervision requirements may be provided by the principal supervisor or by one or more secondary supervisors. It may be completed as more direct individual supervision, and/or direct group supervision (with a group comprising no more than five provisional psychologists) and/or asynchronous individual supervision.

Asynchronous individual supervision of up to a maximum of 10 hours may be counted towards the remaining 30 hours of 'other supervision'. It may involve use of email or other asynchronous electronic communication between a provisional psychologist and supervisor. This may include submitting draft

reports or draft correspondence to the supervisor(s) who reviews and provides written feedback and directions (such as track changes and comments in a written document).

When estimating time to claim for asynchronous supervision the supervisor should be guided by the amount of time they have spent writing feedback for the provisional psychologist who then spends time reading and reflecting on the feedback.

The following list is provided as a guide on the time that may be counted toward asynchronous supervision:

- one-page report/letter – 15 minutes
- three-page report on an individual client – 45 minutes
- case study – 90 minutes.

Note: more hours of asynchronous supervision may be permitted in exceptional circumstances, with the prior approval of the Board.

Emails or other asynchronous electronic communication exchange used to arrange meetings and for general exchange of information cannot be counted toward psychological supervision for the internship.

4.1.3 Direct observation

Direct observation in the context of a supervisor observing a provisional psychologist during an internship means observation (live or recorded) of the provisional psychologist's practice with clients.

The supervisor watching a videotape or videoconference of the provisional psychologist's practice with clients can meet the requirement if there is an image of each of the parties, including a clear view of facial expressions.

At a minimum, the supervisor must observe the provisional psychologist conduct two psychological assessments and two intervention sessions every six months. The number of hours spent directly observing must be recorded on each six-month progress report.

The supervisor and the provisional psychologist must be aware of ethical issues when undertaking observation of practice with clients, including informed consent, maintaining the integrity of the therapeutic relationship, privacy, and confidentiality.

When the principal supervisor is unable to perform direct observation in an approved workplace setting, a secondary supervisor may fulfil this obligation.

4.2 Supervisory arrangements

A provisional psychologist's internship is overseen and directed by an identified, Board-approved principal supervisor. The principal supervisor must oversee the practice of the provisional psychologist and is expected to complete the progress reports and final reports.

Supervisors are experienced psychologists who often practise in specialised areas. Therefore one individual may not have the necessary skills and up-to-date experience to train the provisional psychologist adequately in every core competency (see [Section 2.3 Core competencies](#)). The principal supervisor will often make use of the expertise of other psychologists to fulfil a component of the supervision of the internship that they are unable to fulfil themselves and/or to enhance the internship experience of the provisional psychologist.

The Board requires the appointment of one or more other psychologists as secondary supervisors. A secondary supervisor is a Board-approved supervisor, reporting to the principal supervisor, who assists by providing training, supervision, and feedback about the progress of the provisional psychologist as specified in the internship plan. The principal supervisor must provide at least two thirds of the provisional psychologist's total supervision, while the remainder of supervision can be provided by one or more secondary supervisors with the agreement of the principal supervisor. For example, the secondary supervisor may run group supervision sessions, provide supervision sessions in their particular area of expertise as relevant to the internship, act as an onsite supervisor for a

second placement or employment position, be a 'back-up' supervisor who has agreed to provide supervision when the principal supervisor is on leave or unavailable, or provide independent assessment of case studies.

For information about disruption of and/or changes to the supervisory arrangement during the internship, see [Section 7.4 Changes and disruptions in supervisory arrangements](#).

Some contribution to supervision programs by professionals in related professions (such as psychiatry, human resources management, social work, and academia) with specialist knowledge relevant to the internship may be beneficial. However this should be logged as professional development or client-related activity, not psychological supervision. Similarly, supervision by a workplace supervisor that is given by way of 'line management' should be logged as client related activity, but only if it relates to psychological work.

4.2.1 Establishing supervisory arrangements

The provisional psychologist is responsible for locating a suitable Board-approved supervisor and for negotiating the conditions under which supervision will be provided throughout the internship program, in accordance with these guidelines. See [Section 2.4.1 Required hours](#) and [Section 2.6 Arranging an internship](#).

Ideally the principal supervisor should work onsite with the provisional psychologist, although offsite supervisory arrangements can be approved (see [Section 4.2.2: Offsite supervisory arrangements](#)).

Supervisor arrangements are sometimes decided by the employer or placement provider as part of the terms of employment. Provisional psychologists must ensure that the supervision arrangements will conform to Board requirements for the internship. If the internship requirements cannot be fully met in the primary place of employment it may be necessary to negotiate a supervision agreement that allows for additional offsite supervision.

Identifying a suitable principal supervisor may take time and require negotiation with several prospective supervisors. A meeting between the prospective provisional psychologist and the potential supervisor should be used to:

- determine if the two people can work well together
- establish those competencies that the supervisor has training and recent experience in, to enable them to supervise the provisional psychologist's practice during their internship, and
- identify potential alternative supervision opportunities to enable the provisional psychologist to meet the core competencies not directly achievable in the arrangement with the principal supervisor.

Before starting supervised practice, it may be helpful for the provisional psychologist to reflect on questions including:

- Where am I working and what supervisory needs relate to this setting?
- 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?

In addition, the provisional psychologist may wish to think about and consider their role in the supervised practice period.

To establish and formalise a mutually agreeable supervisory arrangement, the provisional psychologist and the principal supervisor should meet and discuss and/or document in writing the following:

- meeting times and arrangements for cancellations of meetings
- payment arrangements, if relevant
- records and other documentation to be kept
- availability of the supervisor(s)
- expectations, rights and responsibilities of all parties
- reporting arrangements, including those that are part of the internship plan and other required reporting (e.g. in the workplace)
- processes for feedback
- policies for dealing with confidentiality and other ethical issues, and
- if a secondary supervisor has not been selected, discussion about an appropriate secondary supervisor is desirable.

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

- overseeing the development of the eight core competencies and preparation for the National Psychology Exam
- providing opportunities for reflection, discussion and feedback on all elements of a provisional psychologist's professional practice
- monitoring of professional activities and standards of the provisional psychologist
- intervening in problematic situations by applying or imparting knowledge or skills not yet mastered by the provisional psychologist
- regularly evaluating the provisional psychologist's performance in the delivery of psychological services and the procedures used
- providing guidance in administrative issues in practice settings
- facilitating the provisional psychologist's education and acquisition of skills
- ensuring that each client knows that the provisional psychologist is practising psychology under supervision
- having some exposure to the full range of the provisional psychologist's work, including research, communication, intervention and assessment
- addressing issues of underperformance, providing periodic review and showing due process, and
- timely feedback and paperwork (e.g. case studies), monitoring the internship plan.

4.2.2 Offsite supervisory arrangements

In the preferred supervisory arrangement the principal supervisor is onsite at the provisional psychologist's main place of practice. However, an arrangement in which the principal supervisor is offsite will be approved if the Board is satisfied that the provisional psychologist will receive adequate workplace supervision and direction. Approval for such an arrangement is applied for on the internship plan form submitted as part of the application for provisional registration before undertaking an internship (see [Section 2.6 Arranging an internship](#)). The Board may also request additional relevant information, if required, when making its assessment.

For an offsite supervisory arrangement, the applicant and the principal supervisor should ensure that:

- the employer (that is proposing to provide placement or employment for the applicant) is aware of the requirements of the internship, and
- the arrangement complies with the goals of the internship as well as privacy, confidentiality, and any other relevant workplace and/or employment policies.

If the supervisor is not onsite, there must be someone else on-site (such as another psychologist, line manager and/or other health professional) who can oversee the provisional psychologist and who the provisional psychologist can consult for professional guidance, if required. This arrangement is to be documented, and approved by the Board. The objective is to protect the public, through oversight of the intern's work and appropriate support being provided and available to them. This is also why solo private practice by a provisional psychologist (intern) is not suitable for an internship and not permitted.

4.3 The internship plan

Before starting an internship, a proposed internship plan ('the plan') must be submitted to the Board for approval as part of the application for provisional registration (see [Section 2.6 Arranging an internship](#)). The plan, which consists of a completed and signed *Internship program plan form – INPP-76* (available on the Board's website), should be developed by the applicant in conjunction with the principal supervisor.

The plan is a formal arrangement or contract between the supervisors, the Board, and the provisional psychologist that outlines:

- how the proposed psychological practice to be conducted during the internship will enable the provisional psychologist to achieve the eight core competencies required for general registration (see [Section 2.3: Core competencies](#) and [Section 3: Psychological practice](#))
- how, and in what ways, the supervisors will contribute to the learning process, and
- proposed professional development activities that the supervisors consider to be appropriate to the internship (see [Section 5: Professional development](#)).

On receipt of a proposed plan, the Board will review and assess:

- the core competencies that the provisional psychologist is likely to be able to achieve in the work role(s)/placement(s)
- whether alternate ways of meeting the requirements for the internship that are not likely to be achieved in the work role(s) have been identified, and
- how much psychological practice versus non-psychological practice is involved in the work role(s).

Approval of an internship plan by the Board does not guarantee that a work role/placement or the internship plan will allow the provisional psychologist to develop the required competencies for general registration. The principal supervisor must assess the provisional psychologist's progress throughout the internship and may direct the provisional psychologist to undertake further work roles to ensure the Board's requirements are met.

4.3.1 Using the internship plan

The provisional psychologist must always conduct their internship consistent with their plan. The principal supervisor is responsible for ensuring the plan is followed during the internship.

The provisional psychologist must review the plan with their principal supervisor at least once every six months when completing the progress report, to ensure the provisional psychologist is meeting their training objectives across the eight core competencies and attributes.

If either the principal supervisor or the provisional psychologist identifies that the plan requires significant amendment to enable the provisional psychologist to meet the requirements of the program, a revised internship plan must be submitted to the Board with the report.

If there is a significant change in supervisory arrangements, such as a new principal supervisor being appointed, the internship plan must be reviewed. For details about the process that must be followed in these instances, including the information that must be submitted to the Board, see [Section 7.4.2.1 Change of principal supervisor](#).

5. Professional development

Professional development (PD) in the context of the internship means any activity by which provisional psychologists maintain, improve and broaden their knowledge, gain competence, and develop the personal qualities required in their professional practice.

Professional development is led or directed by the supervisor and involves practice-based learning activities focused on the achievement of the core competencies. The provisional psychologist must undertake PD activities relating to the core competencies.

In consultation with the principal supervisor, the provisional psychologist should design a PD plan with clearly identified learning aims that meet the provisional psychologist's practice requirements and the eight core competencies of the internship (see [Section 2.4 Requirements](#)).

The provisional psychologist must undertake 60 hours of PD activities during the internship (see [Section 2.4.1 Required hours](#)).

PD activities can include attending lectures, seminars, symposia, presentations, workshops, short courses, conferences, and learning by reading and using audiovisual material, including readings and PD activities undertaken to prepare for the National Psychology Examination, and other self directed learning. Professional societies and/or associations, universities, workplaces and commercial providers may offer appropriate PD activities, as can peers, colleagues and supervisors.

After completing the internship and obtaining general registration, continuing professional development (CPD) provides an opportunity for lifelong learning to maintain skills and competence. There is a mandatory CPD registration standard that all psychologists with general registration must meet. Therefore, the PD requirements of the internship provide an introduction and orientation to CPD.

5.1 Recognition and recording of professional development

The principal supervisor must approve PD activities in writing before they will be recognised as part of the internship. The Board does not accredit or pre-approve PD activities. Supervisor approved PD must be recorded in the [log-book](#) (LBPP-76) and in the six-monthly [progress report](#) (PRFI-76).

Evidence of participation in an activity (for example, receipts and certificate of attendance) and documentation about the activity must be kept until the Board has granted general registration. Documentation about the activity may include, for example, a description of the activity, a profile of the presenter, notes and written reflection on the activity and outcomes. PD must be recorded in the [Log-book part B](#), and signed by the supervisor; see [Section 2.4.2 Required reporting](#).

6. Completion of the internship

On completion of the internship period, and until general registration has been granted, the provisional psychologist must maintain their provisional registration status, and continue supervision. The Board will not consider an application for general registration until the minimum internship period has been completed.

6.1 Applying for general registration

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

- a completed *Final assessment of competence form* – PACF-76 (see [Section 2.4.2.4 Final assessment of competence](#))
- a completed *Application for general registration form* – AGEN-76, and
- evidence of successful completion of the National Psychology Examination (see [Section 2.4.3 National Psychology Examination](#)).

Should the Board not be satisfied that the above requirements have been met; the provisional psychologist may be required to undertake a further period of internship to be eligible for general registration.

7. Conditions and policies governing the internship

7.1 Standards, guidelines and policies

As registered health practitioners, all provisional psychologists and supervisors must be familiar with the obligations of registered health practitioners under the National Law and must practise in accordance with the Board's registration standards and policies. Provisional psychologists are also required to be familiar with, and comply with the Board's other guidelines including:

- *Guidelines for advertising*
- *Guidelines for mandatory notifications*
- *Guidelines on professional indemnity insurance, and*
- *Guidelines for the National Psychology Examination.*

All the Board's standards, guidelines and policies are published on the Board's website.

7.1.1 Code of ethics

Internships are governed by the Board-endorsed *Code of ethics*. The code outlines ethical principles, and sets standards to guide psychologists (including provisional psychologists) to a clear understanding and expectation of what is considered ethical professional conduct by psychologists (including provisional psychologists).

The code expands on three ethical principles:

1. respect for the rights and dignity of people and peoples (including provisions relating to privacy and confidentiality of information)
2. propriety, and
3. integrity.

Supervisors and provisional psychologists must act in accordance with the code at all times. *The Code of ethics* is available via the Board's website.

7.2 Leave

Provisional psychologists may take annual and/or extended leave during their internship, subject to the conditions of these guidelines.

7.2.1 Annual leave

Up to eight weeks of annual and/or personal leave per year of the internship is provided for in the registration standard (the total duration of the sixth year internship is 44 weeks in a 52-week calendar year). This makes provision for provisional psychologists in rural/remote areas where more holidays are typically granted, and allows for the summer holidays for psychologists working in schools.

The Board does not need to be notified when up to eight weeks of annual/personal leave is taken, regardless of whether it is taken all at once or in smaller blocks of leave.

Any proposed leave periods that are longer than eight weeks or any proposal for more than eight weeks of leave to be taken in one year is considered extended leave and must be approved in advance by the Board.

7.2.2 Extended leave

Extended leave may be granted for a period of up to 12 months (with the possibility of extension) in exceptional circumstances. If a provisional psychologist needs to take a break from supervision longer than eight weeks and up to 12 months, they must seek approval from the Board in writing and in advance. If approval is granted they will be able to recommence the current internship after the period of leave without penalty.

If a provisional psychologist needs to take a break from supervision longer than 12 months, they are able to discontinue the internship and apply for recognition of prior supervised practice when starting a new internship at a later time. When considering an application for a new internship the Board may decide not to credit all or part of the program completed and will take into account factors such as the length of the break, and the degree of contact with the profession over the break, including any self-directed learning or professional development during the period of leave.

Information on requirements for recommencing practice after an extended break is also available in the Board's *Recency of practice registration standard*.

7.3 Changes to work roles or placements

Requests for approval for a new work role/placement or any substantial amendment to an existing work role or placement (such as a change in duties) must be submitted to the Board in the form of an amended internship plan (see [Section 4.3 The internship plan](#)) signed by the supervisor and the provisional psychologist. A position description for each proposed new role must accompany the revised plan.

The provisional psychologist can begin to accrue hours of supervised practice in new or substantially amended work role(s)/placement(s) from the date the Board receives a complete, revised plan and position description(s), if it is subsequently approved by the Board.

Provisional psychologists intending to undertake a new work role and/or make amendments to an existing work role, are advised to submit their revised plan and the formal position description(s) before the anticipated change in work role if possible, as practice under a plan that is not subsequently approved will not be recognised.

7.4 Changes and disruptions in supervisory arrangements

7.4.1 Disruptions to supervisory arrangements

If the principal supervisor is temporarily unavailable, the provisional psychologist may continue to practise under the secondary supervisor during that time. In this event, the provisional psychologist must inform the Board of the amended supervisory arrangement.

If both the principal supervisor and secondary supervisor/s are unavailable at the same time and the provisional psychologist is unable to secure a new principal supervisor within four calendar weeks of being notified of the impending end of the supervisory arrangement they must notify the Board in writing within seven days of the end of the existing supervisory arrangement, and stop practising immediately. A provisional psychologist must stop practising immediately when supervision ceases.

7.4.2 Changes in supervisory arrangements

7.4.2.1 Change of principal supervisor

For a variety of reasons, a provisional psychologist may need to change their principal or secondary supervisor during their internship. The Board must approve any change of principal supervisor. When there is a change of principal supervisor the provisional psychologist must submit a *Change of principal supervisor* form – CHPS-76 – to the Board for approval within 28 days of the cessation of the supervisory arrangement with the outgoing supervisor.

The outgoing principal supervisor must provide a transitional progress report submitted as part of the change of supervisor form. The outgoing supervisor should provide the completed transitional progress report to the provisional psychologist within 14 days of the end of the supervisory arrangement to give the provisional psychologist appropriate opportunity to provide independent comment if the two parties disagree on any aspect of that report. Both the supervisor and the provisional psychologist must sign the completed change of supervisor form.

The provisional psychologist must provide their new principal supervisor with a copy of the outgoing supervisor's report and lodge it with the Board within 28 days of the end of the original supervisory arrangement.

7.4.2.2 The internship plan under a new principal supervisor

The change of supervisor form will also inform the Board whether the same internship plan will continue to be used. When there is a change in supervisory arrangements, the provisional psychologist and the new supervisor(s) may either:

- continue to work under their existing approved internship plan, under the supervision of their new supervisor(s) or
- develop a new internship plan (or substantially revised plan) if the provisional psychologist and the new supervisor(s) think this is necessary.

If the provisional psychologist will be working under a new or substantially revised internship plan, they can continue the current internship in the interim, provided the new plan (including formal position descriptions) is submitted to the Board within 28 days of the change of supervisory arrangements. If not submitted within this timeframe the Board will not recognise the period of practice until the new plan is lodged.

The provisional psychologist can begin to accrue hours of work and supervision under the new (or revised) internship plan from the date a complete plan is lodged with the Board for approval, if the plan is subsequently approved by the Board.

If new or revised plan is not approved (including instances where it could not be approved because the application was incomplete) the Board will not recognise the period of internship. The internship will only be recognised from the date a complete plan that is subsequently approved is lodged.

7.4.2.3 Change of secondary supervisor

The principal supervisor may approve a change of secondary supervisor and advise the Board in writing immediately or in the next [progress report](#). When a principal supervisor approves a secondary supervisor they must ensure that the secondary supervisor is Board-approved to provide secondary supervision in the 5+1 internship program. If a secondary supervisor does not have the appropriate Board approval, the supervision they provide will not be recognised towards the supervision hours for the internship. Board approved supervisor status can be checked on the Board's website under *Registration > Supervision > Find a supervisor*.

7.5 Discontinuing the internship

If a provisional psychologist decides to discontinue their internship for whatever reason, they must notify the Board in writing of their decision to surrender their provisional registration. This should be done as soon as possible and no later than 28 days after the internship is discontinued. Should they decide later to resume their training, they must re-apply for provisional registration at that time.

A [progress report](#) is required to be submitted when the internship is terminated. If the individual wishes to apply start a new internship later, the Board will not usually consider recognising the previously-supervised practice for any period for which a progress report has not been provided.

7.6 Recommencing the internship

If an individual has previously discontinued their internship and wishes to start a new internship, they must apply to the Board by submitting the following information:

- a new application for provisional registration
- a new internship plan including signed position description/s, and
- a statement detailing the reason(s) for the break in the internship.

The Board may, at its discretion, decide to recognise work undertaken during the previous internship period. Factors that may be considered in such a decision include:

- the length of the break from the internship
- the reasons for discontinuing the internship
- any registration/notification issues (such as immediate action, suspension), and
- progress made towards the core competencies.

The Board will not recognise prior supervised practice if a signed and dated progress report for the period was not provided when the supervision was terminated, unless exceptional circumstances apply.

7.7 Maintaining provisional registration

Individuals undertaking the 5+1 internship program must maintain their provisional registration at all times from when they enrol in an approved fifth year qualification until completing the sixth year internship.

If provisional registration expires without a new application or renewal being approved by the Board, the individual must not continue to practise as a provisional psychologist nor continue in the internship program.

The Board will only consider and credit hours of psychological practice, supervision and professional development accrued after the date provisional registration is approved and while it is maintained.

7.7.1 Annual renewal

Unlike general registration as a psychologist (which is renewed by 30 November each year), provisional registration must be renewed every 12 months from the date that the Board approves provisional registration.

Provisional psychologists must apply to renew their registration before the end of 12 months. The Board may refuse an application for renewal of provisional registration if the applicant does not comply with:

- any requirements of the National Law
- the *Provisional registration standard*
- the *Professional indemnity insurance arrangements registration standard*, and/or
- these guidelines without reasonable excuse.

7.7.1.1 Application for provisional registration after three years of provisional registration

Provisional registration may be renewed twice if required (see section 64(3) of the National Law), but cannot be held for more than three years, unless a new application is made.

Individuals requiring more than three years to complete their internship must submit an *Application for provisional registration after three years of provisional registration* (form APRR-76) at least 60 days before the end of their third year of registration, to ensure that they can continue the internship without disruption. A new internship plan does not need to be submitted, unless changes have been made to the previously approved supervisory arrangements.

AHPRA will send a reminder to the provisional psychologist but it is the practitioner's responsibility to submit a new application on time.

7.8 Use of title

Individuals engaged in supervised practice while undertaking the 5+1 internship are entitled to use the title 'provisional psychologist', but only while undertaking supervised practice that is part of their internship.

Provisional psychologists must not use the title 'psychologist' or 'registered psychologist' or any other title that may indicate that they hold either general registration or an endorsement under Part 7 of the National Law. The Board has the authority (under section 119 of the National Law) to instigate proceedings against a person falsely claiming to hold a type of registration that they do not hold (such as general registration) or an endorsement of registration for an approved area of practice, as it is an offence under Part 7, Division 10 of the National Law (maximum penalty of \$30,000 for an individual) and may also constitute unprofessional conduct.

Provisional psychologists may use the alternative title of 'intern psychologist' provided this use is not misleading or deceptive. For further information about titles, see the Board's *Guidelines for advertising* available on the Board's website (see [Appendix A](#)).

7.9 Psychological practice outside the 5+1 Internship

A provisional psychologist undertaking the fifth year qualification component of the 5+1 internship may undertake additional placements outside their Board-approved placements – see the *Policy on working in additional to placements* on the Board's website. Additional placements undertaken in fifth year will not be credited towards the requirements of the sixth year.

7.10 Professional indemnity insurance

Provisional psychologists must have professional indemnity insurance that meets the requirements of the *Professional indemnity insurance arrangements registration standard* while undertaking their 5+1 internship. For further information refer to the standard and the Board's *Guideline on professional indemnity insurance for psychologists*, available on the Board's website (see [Appendix A](#)).

7.11 Dispute resolution

If a dispute arises in connection with the internship, the provisional psychologist and supervisor should work towards settling the dispute by negotiation (to be carried out in good faith) in the first instance.

The provisional psychologist should initially consult with the supervisor about grievances that arise about supervision, and both parties should cooperate with attempts to resolve them.

Provisional psychologists and supervisors can both choose to terminate the supervision arrangement if grievances cannot be resolved. A provisional psychologist will need to organise a new supervision arrangement if they wish to continue the internship – refer for [Section 7.4 Changes and disruptions in supervisory arrangements](#) in these guidelines.

While these guidelines encourage the development of a well functioning professional relationship between the supervisor and the provisional psychologist, allegations that relate to the conduct of the supervisor or the provisional psychologist may become the subject of a notification to the Board.

Either party can make a formal notification to the Board if there are grounds under section 144 of the National Law. Grounds for a notification about the conduct of a registered psychologist or provisional psychologist may include failure to comply with the requirements of the *Code of ethics*, these *Guidelines for the 5+1 internship program*, or the *Guidelines for supervisors and supervisor training providers*.

If the Board receives a complaint (notification) about disputes in connection with the internship, the Board may decide:

- that the complaint is not a matter for the Board, or
- that the matter be considered as a notification about the health, performance or conduct of the registrant.

If the subject of the notification is the supervisor the Board may review their approved supervisor status.

Review

Date of issue: 16 December 2013

Date of review: These guidelines will be reviewed at least every three years.

Appendix A: Supporting documents

This list below provides a resource for people seeking additional information about particular aspects of the guidelines. Copies of the documents are available on the Board's website:

www.psychologyboard.gov.au or through links from the Board's website to external documents.

| Document title | Relevant section of the 5+1 guidelines |
|--|---|
| <i>Provisional registration standard</i> | <ul style="list-style-type: none"> • Section 1 Introduction • Section 2.4 Requirements • Section 2.5 Timeframes • Section 7.7 Maintaining provisional registration |
| <i>General registration standard</i> | <ul style="list-style-type: none"> • Section 1 Introduction • Section 6.1 Applying for general registration |
| <i>APAC rules for accreditation and accreditation standards for psychology courses</i> | <ul style="list-style-type: none"> • Section 1 Introduction • Section 2.1 Entry into the 5+1 internship program • Section 2.3 Core competencies |
| <i>Guidelines for the national psychology examination and National psychology examination curriculum</i> | <ul style="list-style-type: none"> • Section 2.3 Core competencies • Section 2.4.3 National Psychology Examination • Section 6.1 Applying for general registration • Section 7.1 Standards, guidelines and policies |
| <i>Guidelines for supervisors and supervisor training providers</i> | <ul style="list-style-type: none"> • Section 4 Supervision |
| <i>Guidelines for mandatory notifications</i> | <ul style="list-style-type: none"> • Section 7.1 Standards, guidelines and policies |
| <i>Guidelines for advertising</i> | <ul style="list-style-type: none"> • Section 7.1 Standards, guidelines and policies • Section 7.8 Use of title |
| <i>Professional indemnity insurance arrangements registration standard and Guideline on professional indemnity insurance for psychologists</i> | <ul style="list-style-type: none"> • Section 7.1 Standards, guidelines and policies • Section 7.10 Professional indemnity insurance |
| <i>Code of ethics</i> | <ul style="list-style-type: none"> • Section 4.1 Supervision provided during the internship • Section 7.1.1 Code of Ethics |
| <i>Policy on working in addition to placements</i> | <ul style="list-style-type: none"> • Section 7.9 Psychological practice outside the 5+1 internship |

This list below provides information on the supporting forms for the 5+1 internship program that are used for applications, and recording and reporting on the internship.

All the forms are available on the Board's website: www.psychologyboard.gov.au.

| Document/form | Purpose of document/form | When is it submitted to AHPRA? |
|--|---|---|
| Online application form for provisional registration www.ahpra.gov.au <i>Registration > Graduate applications > Apply online</i> | To make an application for provisional registration. | Earliest: up to six weeks before completion of your fourth-year degree if you have been offered a place in a fifth-year degree program. Latest: you must apply for and be granted provisional registration before you can start your fifth-year degree (attending classes etc). |
| APRO-76 Application for provisional registration | To make an application for provisional registration. APRO-76 can be used as an alternative to, or if you are not eligible to use, online graduate applications . | After enrolling in the accredited fifth-year qualification, at the beginning of the fifth year. |
| ARPP-76 Application for provisional registration after three years of provisional registration | For current provisional psychologists who have already renewed registration twice and now must reapply for registration in accordance with section 64(3) of the National Law. | Before the end of the third year of provisional registration. |
| INPP-76 Internship program plan form | <ol style="list-style-type: none"> To develop and record the internship plan with supervisor/s and apply to the Board for assessment and approval of the plan and For making major changes to the plan during the internship. | <ol style="list-style-type: none"> When you have finished (or nearly finished if using online graduate applications) your fifth-year degree in order to start sixth-year internship and When changing to a new work role or adding an additional work role. |
| LBPP-76 Logbook: record of professional practice | To record psychological practice activities and for reporting to the Board. | <ol style="list-style-type: none"> With the six-month progress report (PRFI-76) and With the final assessment of competence (PACF-76) and application for general registration and Any other time if requested by the Board. |
| PRFI-76 Progress report | For the principal supervisor to report to the Board on progress. | Every six months from the date you started counting hours towards the sixth year internship (refer to Section 2.5.1 Commencing the internship). |
| CHPS-76 Change of principal supervisor | To advise the Board of a change of principal supervisor and gain approval for this change. | Not more than 28 days after changing supervisor. |
| CSSF-76 Case study submission form | A cover sheet for submission of case studies. | With each case study (case studies are submitted during the internship – usually one in the first 770 hours and one in the second 770 hours). |

| Document/form | Purpose of document/form | When is it submitted to AHPRA? |
|---|--|--|
| PACF-76 Final assessment of competence | For the principal supervisor to report to the Board on the intern's achievement of the eight core competencies at the end of the internship program. | When applying for general registration (only after passing the National Psychology Exam and passing two case studies). |
| AGEN-76 Application for general registration | Apply for general registration. | When applying for general registration (only after passing the National Psychology Exam and passing two case studies). |

Appendix B: Terminology

The following terms are defined as they are used in these guidelines.

Board refers to the Psychology Board of Australia established under section 31 of the National Law.

Client means a party or parties to a psychological service provided by the provisional psychologist. Clients may be individuals, couples, dyads, families, 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 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, and include reading and researching to assist problem formulation and diagnosis, case consultation with colleagues, and formal and informal reporting.

Direct observation in the context of a supervisor observing a provisional psychologist during an internship means direct, live or recorded, observation of the provisional psychologist's practice with clients. The supervisor watching a videotape or videoconference of the provisional psychologist's practice with clients can meet the requirement if there is an image of each of the parties, including a clear view of facial expressions.

Guidelines refer to the Psychology Board of Australia *Guidelines for the 5+1 internship program*, and any subsequent amendments approved by the Board.

Internship means a supervised practice program approved by the Board.

National Law refers to the Health Practitioner Regulation National Law, as in force in each state and territory in Australia.

Principal supervisor means a supervisor who has been approved by the Board to supervise provisional psychologists. The principal supervisor is the main supervisor who has overall responsibility for the program, including any secondary supervisors.

Professional development means any activity by which provisional psychologists maintain, improve, and broaden their knowledge, gain competence, and develop the personal qualities required in their professional practice. Professional development within the internship is led or directed by the supervisor and involves practice-based learning activities focused on the achievement of the core competencies.

Continuing professional development (CPD) in the context of this internship means the period of education and training of psychologists commencing after gaining general registration. CPD aims to maintain, improve and broaden psychologists' knowledge, expertise and competence and develop the personal qualities required in their professional lives.

Provisional psychologist means a person registered as a provisional psychologist under section 62 of the National Law to enable the individual to complete a period of supervised practice that they must complete to become eligible for general registration as a psychologist.

Psychological practice involves the application of psychological knowledge, skills, methodology, principles, techniques and ethical standards to individual clients, groups, organisations, or communities.

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

Secondary supervisor means a psychologist or other professional who has been approved by the Board to supervise provisional psychologists. The secondary supervisor may fulfil a component of the supervision in the internship as agreed with the principal supervisor and the provisional psychologist and is responsible to the principal supervisor.

Supervision is an interactive process between a provisional psychologist and a supervisor. It provides the provisional psychologist with a professionally stimulating and supportive opportunity for growth. Supervision involves a special type of mentoring relationship in which supportive direction, facilitative activities, and instructive critique is given by the supervisors to assist provisional psychologists to achieve their professional goals. Supervision must be face-to-face (defined as real-time verbal communication between the intern and supervisor, conducted either together in the same room or through videoconference, including Skype, or telephone).

Work role means placement(s) in settings providing an opportunity for the development of psychological practice skills by provisional psychologists under guidance of a supervisor or supervisors with clients and in client related activities relevant to the attainment of core competencies.

Acronyms

| | |
|-------|--|
| AHPRA | Australian Health Practitioner Regulation Agency |
| APAC | Australian Psychology Accreditation Council |
| CPD | continuing professional development |
| DSM | Diagnostic and Statistical Manual |
| ICD | international classification of diseases |
| PD | professional development |
| PII | professional indemnity insurance |

Appendix C: Policy for unsatisfactory supervision

Provisional psychologists undertaking the 5+1 internship program must meet the minimum supervision requirements of the *Provisional registration standard* and as set out in these guidelines during the internship component of the program.

The guidelines state that all provisional psychologists undertaking the 5+1 internship must receive at least one hour of supervision per 17.5 hours of supervised practice with the required supervision hours delivered frequently throughout the internship. Additionally, at least 50 hours of the total supervision must be individual supervision with the principal supervisor, and the remainder may be group supervision, other supervision, or additional individual supervision with the principal or secondary supervisor/s.

If supervision is not provided at the required ratio of one hour of supervision for every 17.5 hours of psychological practice and/or is not provided frequently for the duration of the internship, the Board may:

- require an explanation from the principal supervisor and the provisional psychologist and/or
- require the supervision to be made up in a specified time period and/or
- not recognise all or part of the internship hours for the period during which supervision was inadequate and/or
- consider revoking the principal supervisor's Board-approved supervisor status and/or take other disciplinary action, if there is evidence of a significant failure on the part of the supervisor to adhere to their responsibilities as a supervisor.

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

Appendix D: Case study requirements

General requirements for case studies

Case studies must meet the following general requirements:

- demonstrate sufficient diversity in client groups, presenting problems and intervention methods to reflect depth and breadth of training, skills and knowledge
- demonstrate understanding of and adherence to ethical and professional standards
- demonstrate that the provisional psychologist operates within their competencies, referring clients to another health practitioner as necessary and manages potential role conflicts
- contain clear and succinct written expression, without grammatical or spelling mistakes, using psychological terminology correctly
- typed, in prose format, using a professional standard of English language
- be approximately 2,500 words long, and no more than 2,750 words
- be based entirely on the provisional psychologist's own work, including the delivery of interventions/assessment
- written entirely by the provisional psychologist
- co-signed by the supervisor, and
- demonstrate that the provisional psychologist is developing the competencies to practise independently.

Specific requirements for case studies

Case studies meeting *Core competency 3: Psychological assessment and measurement* must meet the following specific requirements:

1. State the number of sessions with the client.
2. Give reasons for the referral, relevant background information, client or organisational history, identify and describe presenting problems and symptoms (mood, affect, cognition, behaviour) or organisational issues in sufficient detail to support the development of a formulation and diagnosis.
3. Assess risk and state how any identified risks are managed.
4. Identify and integrate the predisposing vulnerabilities, triggers, and maintaining and protective factors that account for the client's presenting problem or target behaviour.
5. Discuss relevant evidence-based theories and models, including how these inform diagnosis and formulation.
6. Provide formal diagnosis using standard diagnostic/classification systems relevant to the area of practice (organisational diagnosis must be based on psychological tools and processes). Any tests must be selected, used and interpreted appropriately and results correctly integrated within the context of the overall assessment.
7. Include discussion about whether symptoms meet all diagnostic criteria using examples from the client's presentation (or organisational diagnosis must be justified); differential diagnoses should be explored; if a diagnostic classification system is used, the provisional psychologist must demonstrate their ability to establish whether each of the diagnostic criteria for each of these have been met; if a diagnostic classification system is not employed, the provisional psychologist must indicate which system or framework is being used and justify how the diagnosis has been derived.

8. Conclude with a diagnosis/formulation and suggest possible courses of future evidence-based interventions and plans which are realistic given the experience of the provisional psychologist, the complexity of the issues, and the number of sessions available for treatment.
9. Provide a reflection on the case, including lessons learnt and how practice might be modified in light of the experience.

Case studies meeting Core competency 4: Intervention strategies must meet the following specific requirements:

1. State the number of sessions with the client.
2. Give reasons for the referral, relevant background information, client or organisational history, and identify and describe presenting problems and symptoms (mood, affect, cognition, behaviour) or organisational issues in sufficient detail to support the development of a formulation and diagnosis.
3. Provide formal diagnosis using standard diagnostic/classification systems relevant to the area of practice (or organisational diagnosis must be based on psychological tools and processes). Any tests must be selected, used and interpreted appropriately and results correctly integrated.
4. Assess risk and state how any identified risks are managed.
5. Identify and integrate the predisposing vulnerabilities, triggers, and maintaining and protective factors that account for the client's presenting problem or target behaviour.
6. Discuss relevant evidence-based theories and models, including how these inform diagnosis, formulation, and treatment plan and intervention delivery.
7. Describe and clearly link intervention plans with the diagnosis/formulation, and with relevant evidence based theories; ensure plans are realistic given the experience of the provisional psychologist, the complexity of the issues and the number of sessions available for treatment.
8. Ensure intervention is consistent with the plan and include a succinct summary of the intervention process (not a session by session account) demonstrating intervention skills in implementing the plan, evidence of ongoing monitoring of effectiveness of intervention, and evaluate the outcome of the intervention.
9. Provide a reflection on the case, including lessons learnt and how practice might be modified in light of the experience.

Appendix E: Policy for unsatisfactory case studies

As part of the 5+1 internship program, provisional psychologists must submit to the Board for assessment two of their four written case studies that meet the case study requirements set out in these guidelines 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 four unsatisfactory case studies are submitted, the Board may propose to refuse an application to renew or continue provisional registration. The following sets out the policies and procedures when unsatisfactory case studies are submitted:

1. If the Board assesses one or more case studies as unsatisfactory, the provisional psychologist must submit further case studies from their pool of four, reflecting the number of case studies that were unsatisfactory.
2. Re-submission 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. This aims to help the provisional psychologist address the issues in the new case study under the guidance of the supervisor/s. It is the responsibility of the principal supervisor to review case studies before they are submitted to the Board to ensure they meet the Board's criteria.
3. If all four case studies are submitted to the Board and only one of them is assessed as satisfactory, the provisional psychologist must complete a further case study and submit it 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 study.

4. The provisional psychologist is not eligible to apply for general registration until the Board assesses two case studies as satisfactory and returned them to the provisional psychologist, who must meet all other requirements for general registration.
5. If the provisional psychologist has submitted a total of four unsatisfactory case studies the Board may propose to refuse to renew provisional registration and not approve any further supervised practice as a provisional psychologist.

A provisional psychologist who has completed everything but the case studies must continue the supervised practice program, including receiving frequent supervision at a ratio of one hour for every 17.5 hours of supervised practice and submission of six monthly progress reports, until the case study requirement is met.

The progress of the internship program will be assessed when the progress report or application to renew provisional registration is received, or when a new application for provisional registration is made under section 64(3) of the National Law. If the provisional psychologist is not making satisfactory progress towards achieving the case study requirement, the Board may choose not to grant registration or renew registration, or may place conditions on the practitioner's provisional registration.

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