



Consultation Paper 19

Draft Guidelines for the 5+1 Internship program

You are invited to provide feedback

This consultation paper seeks feedback on the proposed *Guidelines for 5+1 internship programs*.

This consultation paper has been issued by the Psychology Board of Australia under the authority of Professor Brin Grenyer, Chair on 13 May 2013.

To make a submission please send an email marked 'Attention: Chair – 5+1 consultation' to **psychconsultation@ahpra.gov.au** by close of business AEST on **Monday 8 July 2013**.

Introduction

From 1 July 2010, the Psychology Board of Australia (the Board) has been responsible for the registration and regulation of psychologists under the Health Practitioner Regulation National Law (the National Law), as in force in each state and territory.

The National Law allows the Board to develop and recommend to the Australian Health Workforce Ministerial Council (the Ministerial Council), registration standards about relevant issues, such as:

- the eligibility of individuals for registration as a psychologist, and
- the suitability of individuals to competently and safely practise psychology.

The National Law allows the Board to develop and approve codes and guidelines to provide guidance to the practitioners it registers, and about other matters relevant to the exercise of the Board's functions.

The National Law requires the Board to undertake wide-ranging consultation on proposed registration standards and codes and guidelines. Accordingly the Board undertakes public consultation when it develops a registration standard, code or guideline. Details of the consultation process of National Boards are published on the AHPRA website (www.ahpra.gov.au) under *Legislation and Publications > AHPRA Publications*.

Background

In October 2009, the Board released its first consultation paper and expressed its intent to introduce a 5+1 pathway to general registration to ensure that the standards within Australia are similar to those within other overseas jurisdictions. Five years of university psychology training plus one year of supervised practice is the international benchmark within the European EuroPsy qualifications framework for psychology. At the same time, the Australian Psychology Accreditation Council (APAC) approved accreditation standards of the fifth year of a 5+1 program.

Section 53 of the National Law provides that a person is qualified for general registration if they hold an approved qualification. The Board has determined that the qualifications that lead to general registration are:

The Board has determined that the qualifications that lead to general registration are:

- a) an accredited Master's degree
- b) a five year accredited sequence of study followed by a one year Board approved internship (5+1)
- c) a four year accredited sequence of study followed by a two year Board approved internship (4+2)
- d) a qualification that in the Board's opinion is substantially equivalent to either (a), (b) or (c).

In addition to the completion of an approved qualification the Board may require the passing of an examination prior to accepting an application for general registration.

In June/July 2011 the Board undertook public consultation on proposed amendments to the *Provisional registration standard* to account for the 5+1 internship program. After considering the outcomes of the consultation process, the revised *Provisional registration standard* was submitted to the Ministerial Council for consideration and approval. The standard was approved by the Ministerial Council on 27 April 2012 and took effect from 1 June 2012.

The standard is available on the Board's website under *Standards and guidelines*. Additionally, an extract of the sections of the *Provisional registration standard* that are relevant to the 5+1 internship program is included at [Appendix A](#) of this document.

The *Provisional registration standard* sets out the core capabilities and attributes (competencies) that must be achieved over the fifth and sixth years of training in the 5+1 program as well as the specific requirements for the sixth year internship, including the hours for the internship, supervision, professional development, and reporting requirements. The Board reviews its registration standards every three years and review of the *Provisional registration standard* is due to commence by 1 June 2015. The Board will consult with the profession, stakeholders and the public at that time and consider proposals for amendment to the standard.

The *Guidelines for 5+1 internship programs* must be consistent with the requirements of the standard.

These proposed *Guidelines for 5+1 internship programs* expand on the requirements of the 5+1 internship program outlined in the *Provisional registration standard* and provide additional guidance to provisional psychologists and their supervisors.

The Board has published a fact sheet on transition provisions for 5+1 internship program (available on the Board's 5+1 internship program web page under the *Registration* tab) to provide guidance to provisional psychologists currently undertaking the 5+1 pathway and their supervisors. The transition provisions outlined in the fact sheet remain in effect during this consultation period and until the final *Guideline for 5+1 internship programs* is adopted by the Board and published on the website.

Overview of the 5+1 program

The 5+1 internship program comprises an accredited fifth year of study leading to a Graduate Diploma of Professional Psychology (or equivalent) followed by a one-year (or part-time equivalent), Board approved supervised practice (internship) at sixth-year level of study.

Year 5

The Psychology Board of Australia recognises the current standards for the fifth year as specified in the APAC *Rules for accreditation and accreditation standards for psychology courses* (version 10; June 2010) comprising the Graduate Diploma of Professional Psychology. Higher education providers are to seek guidance from APAC in order to provide and maintain the specified standards.

The objective of the fifth year of accredited study in professional psychology is to prepare candidates for a final year of supervised practice (internship) before registration.

Year 6

The sixth year is a supervised practice (internship) year and the primary focus of this proposed guideline.

Making a submission

Individuals and organisations interested in commenting on this consultation paper should lodge a written submission in electronic form, marked 'Attention: Chair, 5 + 1 consultation' to psychconsultation@ahpra.gov.au by close of business on Monday 8 July 2013.

Feedback from individuals, health professions, the community, professional associations, governments and other stakeholders is most welcome. Submissions will be considered for publication on the Psychology Board website. The Board will not publish, or make available to the public, submissions that contain offensive or defamatory comments or which are outside the scope of the consultation. Before publication, personally identifying information may be removed from submissions. The views expressed in the submissions are those of the individuals or organisations who submit them and their publication does not imply any acceptance of, or agreement with these views, by the Board.

The Board may also accept submissions made in confidence. Confidential submissions will not be published on the website or elsewhere. Submissions may be confidential because they include personal or other sensitive information. Any request for access to a confidential submission will be determined in accordance with the *Freedom of Information Act 1982* (Cwlth), which has provisions designed to protect personal information and information given in confidence. Please advise in your email submission if you do not want it published, or if you want all or part of it treated as confidential.

Following public consultation, the Board will review the draft *Guidelines for 5+1 internship programs*, taking into account feedback gathered through the consultation process and the Board's primary role of protecting the public.



Draft Guidelines for the 5+1 Psychology Internship Program

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1. Introduction

This guideline has been developed by the Psychology Board of Australia (the Board) to guide the education and training of provisional psychologists in the 5+1 internship program.

This guideline expands on the 'Requirements of the 5+1 internship program' as outlined in the Board's *Provisional registration standard* and is published in accordance 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 five years of Australian Psychology Accreditation Council (APAC) 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 of 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) 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 (with the option of secondary supervisors), and
- [professional development](#) activities that engage the provisional psychologist in active training designed to enhance learning.

2. The Internship Program

2.1 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 that 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).

2.2 Core competencies

The internship program focuses on the achievement of eight core capabilities and attributes (competencies) common to all areas of psychology practice appropriate to a psychologist preparing for entry-level general registration. The term 'capability' refers to the range of knowledge, skills, and competencies expected of, and demonstrated, by a six-year trained psychologist.

The eight core competencies that must be achieved by the provisional psychologist by the end of the internship are shown in Table 1. The table also outlines how the provisional psychologist must demonstrate attainment of each of the core competencies to their principal supervisor.

These competencies are developed across all six years of psychology training, with the internship providing a practical opportunity to develop and apply knowledge and skills in professional practice settings under appropriate supervision.

By the end of their internship, the provisional psychologist must achieve sufficient understanding and proficiency in the eight competencies to qualify them for safe and effective independent practice. During the intern year one important task required of the provisional psychologist is passing the national psychology examination, which may be taken whenever held throughout the internship year (see [2.3.3 National Psychology Examination](#)).

Note that cross-cultural and lifespan competencies form part of the supervision and preparation for the examination and therefore do not require separate or special placements to demonstrate competence.

Table 1: the core competencies

Core competency	Description	Competency Based Assessment
1. Knowledge of the discipline	Overall knowledge of the discipline underpins all of the other competencies and includes: <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 • Evidence of readings from the national psychology examination • Case study requirement
2. Ethical, legal and professional matters	The ethical, legal and professional aspects of psychological practice.	<ul style="list-style-type: none"> • Direct observation by the supervisor • Discussion of ethical dilemmas in supervision sessions, which is grounded in recommended readings for the national psychology examination

Core competency	Description	Competency Based Assessment
3. Psychological assessment and measurement	The use of appropriate psychometric tools that enable description, conceptualisation, and prediction of relevant aspects of a client's functioning, behaviour, and personality (note that the client may be an organisation, group or individual).	<ul style="list-style-type: none"> • Direct observation by the supervisor • Case study requirement grounded in recommended readings for the national psychology examination
4. Intervention strategies	Activities that promote, restore, sustain or enhance cognitive functioning, emotional adjustment and a sense of well being in individuals or groups of clients through: <ul style="list-style-type: none"> • preventive • developmental or • remedial services and/or • in the case of groups or organisations, restoring or enhancing group and/or organisational functioning. 	<ul style="list-style-type: none"> • Direct observation by the supervisor • Case study requirement grounded in recommended readings for the national psychology examination
5. Research and evaluation	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.	<ul style="list-style-type: none"> • Discussion of research in the context of supervision relevant to the internship • Case study requirement
6. Communication and interpersonal relationships	The capacity to convey, appraise and interpret information in both oral and written formats and to interact on a professional level with a wide range of client groups and other professionals.	<ul style="list-style-type: none"> • Direct observation by the supervisor • Discussion of communication issues in supervision sessions, which is grounded in recommended readings for the national psychology examination
7. Working within a cross-cultural context	Demonstrating understanding of competencies 1 to 6 above applied to clients whose backgrounds differ from the psychologist's own, such as people: <ul style="list-style-type: none"> • from cultures such as, but not only, Aboriginal and Torres Strait Islander people • who differ from the psychologist in respect of, for instance, age, gender, religious beliefs, sexual orientation, and • with disabilities. 	<ul style="list-style-type: none"> • Discussion of cross-cultural issues in supervision sessions, which is grounded in recommended readings for the national psychology examination
8. Practice across the lifespan	Demonstrating understanding of competencies 1 to 6, applied to clients in: <ul style="list-style-type: none"> • childhood • adolescence • adulthood, and • late adulthood. 	<ul style="list-style-type: none"> • Discussion of lifespan issues in supervision sessions, which is grounded in recommended readings for the national psychology examination

2.3 Requirements

2.3.1 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(s) of this guideline where additional information about the component may be found.

Table 2: 5+1 Internship – required hours

Internship component	Total hours required	Breakdown (of total hours required)	Relevant section(s) 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	Section 3. Psychological practice
Supervision	80	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		

2.3.2 Required reporting

As shown in Table 3, there are four formal reporting processes during the internship, the:

- log book
- 6 month progress report
- 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 (section A) <i>Daily record of supervised psychological practice</i>	Provisional psychologist	With six-month progress report/s and at the end of internship with final assessment of competence report and at any other time if requested by the Board.
Log book (section B) <i>Monthly record of professional development</i>	Provisional psychologist	
Log book (section C) <i>Record of supervision</i>	Provisional psychologist Supervisor provides feedback and/or evaluative comments	
Six month progress report	Provisional psychologist: critical self-reflection on progress Principal supervisor: evaluation of progress	Within 28 days of the end of every six month period
Case studies	Provisional psychologist	Any time during the internship, recommended one within the first 750 hours and one in the second 750 hours of the internship.
Final assessment of competence	Provisional psychologist: critical self-evaluation Principal supervisor: evaluation of competence	At the end of the internship, with an application for general registration

2.3.2.1 Log book

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

Failure to maintain a completed log book 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 form that must be used is available on the Board's website.

The Log Book form contains three sections: A. record of practice, B. record of professional development, and C. record of supervision.

A. Record of practice

Provisional psychologists are to maintain a daily record of their practice. Details about what information to include are shown on the Log Book 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 activities undertaken throughout their internship program. This should be recorded every month.

The record of professional development must be signed by the provisional psychologist, and sighted and signed by the principal supervisor regularly. The supervisor's evaluative comments regarding professional development 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) that should be reviewed regularly and co-signed by the supervisor.

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.

2.3.2.2 Progress report

The progress report is an opportunity for the provisional psychologist to critically reflect on and assess their performance as well as an opportunity to discuss their progress toward developing the eight competencies of the internship program with their principal supervisor.

The principal supervisor will provide evaluative feedback to the provisional psychologist and will allocate specific ratings of the provisional psychologist's progress against each competency. It is important that the provisional psychologist has appropriate opportunity to provide independent comment should the two parties disagree on any aspect of that report.

A progress report is required every six months from the start of the internship. A provisional psychologist completing the internship program in one year will 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. The provisional psychologist must submit the completed progress report, to the Board within 28 days of the end of the six month period. Progress reports received by the Board more than 28 business days after the end of the six month period may result in that period of the internship not being recognised by the Board for registration purposes. A progress report form is available on the Board's website.

2.3.2.3 Case studies

To demonstrate their experience, knowledge and competencies during their internship, the provisional psychologist must complete at least four case studies, each of which must be based on a different presenting problem. Case studies must be assessed by their principal supervisor. Case studies document the provisional psychologist's ability to comprehensively assess clients and provide appropriate interventions within recognised psychological frameworks. The case studies are an educational and developmental tool, designed to assist the provisional psychologist to develop relevant competencies. Therefore, discussion, review and evaluative feedback by the supervisor are required during case study development and the process should adhere to adult learning principles.

A minimum of four case studies (two assessment cases and two intervention cases) are to be completed and assessed by the principal supervisor who will provide evaluative feedback. Subsequently two of these case studies (one assessment and one intervention) must be submitted to the Board for assessment.

The Board recommends that one case study be submitted to the Board before the registrant completes 750 hours of supervised practice (that is, in the first half of the program), and the second

case study submitted once the provisional psychologist has completed at least 750 hours of supervised practice (that is, in the second half of the program). Both the provisional psychologist and the supervisor must sign case studies submitted for evaluation.

Case studies must meet the following general requirements:

1. demonstrate sufficient diversity in client groups, presenting problems and intervention methods to reflect depth and breadth of training, skills and knowledge
2. demonstrate that the provisional psychologist operates within their competencies, referring clients to another health practitioner as necessary and manages potential role conflicts
3. contain clear and succinct written expression, without grammatical or spelling mistakes, using psychological terminology correctly
4. typed, in prose format, and be a minimum of 2,000 words and a maximum of 2,500 words.
5. based entirely on the provisional psychologist's own work, including the delivery of interventions/assessment
6. written entirely by the provisional psychologist
7. co-signed by the supervisor, and
8. demonstrate that the provisional psychologist holds the competencies to practise independently.

For details of the specific requirements for assessing case studies and intervention case studies, refer to [Appendix E](#).

The principal supervisor will provide detailed feedback on the four case studies to assist the provisional psychologist's development against the eight core competencies, using a clear and transparent process. The principal supervisor must assess four case studies as satisfactory before the end of the internship and before signing the final assessment of competence form.

The Board reserves the right to require further case studies to be submitted from the pool of four, or if only one or none from the pool are satisfactory, require additional case studies to be completed during a further period of supervised practice.

When a case study is submitted to the Board and deemed unacceptable, the Board will provide a clear statement setting out how the case study does not meet the requirements.

2.3.2.4 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. Completion of the form certifies that the provisional psychologist has acquired proficiency in the core competencies to a level where the provisional psychologist can independently, accurately, and ethically offer opinion and practise competently.

The form must not be submitted until the provisional psychologist has had two submitted case studies accepted by the Board, and has passed the national psychology examination (see [Section 2.3.3 National Psychology Examination](#)).

If there is a change in principal supervisor, the outgoing supervisor will prepare a transitional progress report. The outgoing supervisor must provide a completed transitional progress report to the provisional psychologist within 14 days of the end of the supervisory arrangement.

The report should be developed by the original principal supervisor in consultation with the provisional psychologist, ensuring that the provisional psychologist has appropriate opportunity to provide independent comment should the two parties disagree on any aspect of that report. Both the supervisor and supervisee must sign the completed report.

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

2.3.3 National psychology examination

The Psychology Board of Australia has determined that a provisional psychologist who is undertaking the 5+1 internship program will be required to undertake the national psychology examination **before** applying for general registration as part of the requirements of the Board's *General registration standard*.

It is expected that the provisional psychologist and their supervisor will design a program of professional development, study and revision that will both 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 readings*, and the *Guidelines for the national psychology examination* are available on the Board's website.

2.4 Timeframes

The sixth year internship starts on the date that the Board approves the internship program plan. The Board will only credit hours of psychological practice, supervision and professional development accrued whilst working under an approved internship plan and provisional registration is maintained.

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 an approved internship) is five years from the date of the 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 make reasonable accommodations for parental and sick leave on the provision of clear evidence of need.

2.5 Prerequisites

To be eligible to begin the internship component of the 5+1 program, an individual must have provisional registration and have successfully completed an approved qualification (a Graduate Diploma of Professional Psychology), so that they have five years of accredited psychology education training.

The internship year may commence once all requirements of the qualification have been successfully completed and passed (and before formally graduating). An approved internship plan must be in place during the internship year.

2.6 Arranging an internship

Table 5 provides a summary of 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 5: Arranging a 5+1 internship

Step	Description	Relevant section(s) of these guidelines
1. Find work role(s)/placement(s) of a psychological nature	<p>Find work role(s)/placement(s) that will allow the achievement of the core competencies and other requirements of the internship.</p> <p>A single placement may be permitted if it covers a broad range of experience, or the internship may require two or more placements.</p>	<ul style="list-style-type: none"> • Section 2.2: Core competencies • Section 2.3: Requirements, and Section 3: Psychological Practice
2. Find a principal supervisor	<p>Enter into a supervisory arrangement with a Board approved supervisor.</p> <p>The identification of a suitable principal supervisor may take time and require discussions and/or meetings with several prospective supervisors.</p>	Section 4: Supervision
3. Find a secondary supervisor (if required)	<p>Enter into a supervisory arrangement with a Board approved secondary supervisor.</p> <p>The principal supervisor may assist the provisional psychologist to identify an appropriate secondary supervisor and must agree to secondary supervisors.</p>	Section 4: Supervision
4. Develop an internship plan	<p>In conjunction with their identified supervisors, the applicant must develop an internship program plan.</p>	Section 4.3: Internship plan
5. Complete and submit application documents to the Board	<p>The applicant must submit the following to the Board:</p> <ul style="list-style-type: none"> • completed <i>Application form for provisional registration</i> (APRO-76) if unregistered¹ • the proposed internship plan • 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 • any other relevant supporting documents. <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 to individual clients, groups or organisations, of psychological knowledge, methodology, principles, techniques, and ethical standards. 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, and non-profit organisations.

Psychological practice conducted by the provisional psychologist during the internship should be based on the scientist-practitioner model. This model focuses on the use of research findings to inform professional practice and involves a problem-formulation and hypothesis-testing approach. This is an ongoing process that involves defining the problem from available data, generating hypotheses to explain the problem, testing and evaluating the 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 provision of 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 provision of advice and strategies and other direct contact (such as in person, via 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.

3.2 Client-related activities

Client-related activities are those activities considered necessary to provide a high standard of service to clients and to support the provisional psychologist's achievement of the core competencies. 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.

3.3 Placements

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 the provision of 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 in order 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 log book) and counted towards the 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 to 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.

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 a Board approved supervisor.

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 his/her 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 support the achievement of the eight core competencies required for general registration (see [Section 2.2: Core competencies](#)).

Supervisors for the internship must be Board approved. See the Board's website for a searchable list of Board approved supervisors. A *Guideline for supervisors and supervisor training providers* is also available on the website which outlines 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 Australian Psychological Society's *Code of Ethics* which has been adopted by the Board for the profession. It is recommended that supervision occur on a weekly basis while the provisionally registered psychologist is practising.

The minimum hours of supervision are 80 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 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 (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) and up to ten hours may be indirect supervision such as providing written feedback. Fifty hours of the total supervision hours must be direct, one-on-one supervision by the principal supervisor.

4.1.1 Individual supervision

Two thirds (50 hours) of the total supervision provided during the internship must be individual supervision provided by the principal supervisor.

Individual supervision must:

- be direct supervision (defined as 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, and
- be at least one hour per session.

4.1.2 Other supervision

The remaining 30 hours of the supervision requirements may be provided by the principal supervisor or by 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).

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, and
- 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 particularly aware of ethical issues when undertaking observation of practice with clients, including informed consent, maintaining 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 practice 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 2.2 Core competencies](#)). The principal supervisor will often make use of the expertise of other psychologists to enhance the internship experience of the provisional psychologist. The Board recommends the appointment of one

or more other psychologists as secondary supervisors in these cases. A secondary supervisor may fulfil a component of the supervision of the internship that the principal supervisor is unable to fulfil.

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 two thirds of the provisional psychologist's total supervision (up to a total of 100%), while the remainder of supervision can be provided by one or more secondary supervisors with the written agreement of the principal supervisor. For example, the secondary supervisor may run group supervision sessions, or may be a psychologist with particular expertise in areas of practice relevant to the internship.

For information regarding disruption of and/or changes to the supervisory arrangement during the internship, see [Section 7.4: Disruption to and/or change in supervisory arrangements](#).

Some supervision 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 2.3.1: 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 7.5: Offsite supervisory arrangements](#)).

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 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 via the principal supervisor.

Before embarking on supervised practice, it may be helpful for the provisional psychologist to reflect on questions, such as the following.

- 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 upcoming 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:

- 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.
- developing the eight competencies and preparation for the exam
- addressing issues of underperformance, showing due process, and
- timely feedback and paperwork (e.g. case studies), monitoring the internship plan.

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 plan form (available on the Board's website), should be developed by the applicant, in conjunction with the principal supervisor.

The plan essentially constitutes a formal arrangement, or contract, between the supervisor/s, 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 2.2: 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

Once the Board has approved the plan and the internship is underway, the provisional psychologist must conduct their internship in accordance 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.

In the event that 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: The internship plan under a new 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 2.3: Requirements](#)).

The provisional psychologist must undertake 60 hours of PD activities during the internship (see [Section 2.3.1: 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, and is a mandatory registration standard that all psychologists with general registration must meet. Therefore, the PD requirements of the internship are also 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](#) and in the six-monthly [progress report](#).

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 [2.3.2 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* (see [Section 2.3.2](#))
- a completed *Application for general registration form* (AGEN-75), and
- evidence of successful completion of the national psychology examination (for details see section [2.3.3: National psychology examination](#)).

Should the Board not be satisfied that the above requirements have been met, it may require the provisional psychologist to undertake a further period of training and/or 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 to act in accordance 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 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:

- respect for the rights and dignity of people and peoples (including provisions relating to privacy and confidentiality of information)
- propriety, and
- 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

The provisional psychologist 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 must be notified of any proposed leave periods that are longer than eight weeks.

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, they are able to discontinue the internship and apply for recognition of prior supervised practice when commencing a new internship at a later time.

If a provisional psychologist has a break of more than five years from their internship program, the Board may decide not to credit all or part of the program completed previously. The Board 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 this period of leave. For more information refer to the Board's *Recency of practice registration standard* and *Policy for recency of practice requirements*.

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: 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 work role(s)/placement(s) when 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) in advance of the anticipated change in work role.

Accrual of hours in a new or amended work role or position can be backdated (when and if Board approval is received) to the date on which the Board received a complete, revised plan and formal position description(s).

7.4 Changes and/or disruptions in supervisory arrangements

7.4.1 Changes in supervisory arrangements

For a variety of reasons, a provisional psychologist may need to change their principal or secondary supervisor during their internship.

The Board must approve a change of principal supervisor. The provisional psychologist must submit a change of supervisor form for approval to the Board. This form will also inform the Board whether the same internship plan will continue to be used.

When a change in principal supervisor has been arranged, the outgoing supervisor must provide a completed progress report form. For details and timeframes regarding when the report must be completed and submitted to the Board, see [Section 2.3.2: Required reporting](#).

A change of secondary supervisor may be approved by the principal supervisor and advised to the Board in the next [Progress report](#).

7.4.2 Disruptions to supervisory arrangements

If the principal supervisor is temporarily unavailable, the provisional psychologist may continue to practice under a 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 supervisors are unavailable at the same time and the provisional psychologist is unable to secure a new principal supervisor within 4 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 once supervision ceases.

7.4.2.1 *The internship plan under a new principal supervisor*

Following a change in supervisory arrangements, the provisional psychologist, in consultation with their new supervisor(s), may either:

- continue to work under their most recently approved internship plan, under the supervision of their new supervisor(s), or
- work under a new internship plan, if the provisional psychologist and the new supervisor(s) think that a new plan is necessary.

The provisional psychologist must submit either of the following to the Board for approval within 28 days of the start of the new supervisory arrangements:

- a letter signed by the incoming supervisor and the provisional psychologist confirming that they will continue to work under their most recently approved Internship plan, or
- a new (or revised) internship plan and formal position description(s) for work role(s) being undertaken.

The provisional psychologist can begin to accrue hours of work and supervision under a new (or revised) internship plan from the date of commencement, provided the plan was submitted within 28 days of commencement and was subsequently approved by the Board.

If the plan is not submitted on time or is not approved, practice will not be recognised until an approved plan is in place.

7.5 Offsite supervisory arrangements

The preferred supervisory arrangement is one where the principal supervisor is onsite at the provisional psychologist's main place of practice.

However, an arrangement where 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 prior to 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
- ensure that 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 whom 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 the intern. These are the reasons that solo private practice by a provisional psychologist (intern) is regarded as unsuitable for an internship, and not permitted.

7.6 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 as soon as possible and preferably 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 at the time of termination of the internship.

7.7 Resuming the internship

If an individual wishes to resume an internship, they must apply to the Board by submitting the following information:

- a new application for provisional registration
- a new internship plan, 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 against the core competencies.

The Board will not recognise prior supervised practice if a signed and dated progress report for the period was not provided at the time of termination, unless exceptional circumstances apply.

7.8 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 their 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 maintained.

7.8.1 Annual renewal

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

Provisional psychologists must make an application for renewal of registration before the end of twelve 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.

7.8.1.1 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.

As with renewal, AHPRA will send a reminder to the provisional psychologist but it is the practitioner's responsibility to ensure a new application is submitted on time.

7.9 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.

Alternative titles that are not protected under the National Law, such as 'intern psychologist' may be used by provisional psychologists provided they are not used in a way that may be misleading or deceptive.

For further information on titles, see the Board's Guidelines for advertising of regulated health services available on the Board's website (see [Appendix B](#)).

7.10 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 that are outside their placements with Board approval – 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.

7.11 Professional indemnity insurance

Provisional psychologists must have professional indemnity insurance coverage that meets the requirements of the *Professional indemnity insurance 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 B](#)).

7.12 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.

7.12.1 Disputes relating to the supervision relationship

The provisional psychologist should consult with the supervisor about grievances that arise about supervision in the first instance, and cooperate with attempts to resolve them.

Provisional psychologists can choose to change their supervisor if grievances cannot be resolved and can make a formal complaint to the Board about supervision which does not comply with these guidelines. Complaints related to the performance of the supervisor (see [Section 2.3.2: Required reporting](#)), will be considered on an individual basis.

All supervisors have obligations on their supervision of the provisional psychologist (see [Section 4: Supervision](#)). Neglecting these obligations may jeopardise their Board approved supervisor status.

While these guidelines support a well functioning 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.

If the Board receives a complaint about a supervisor, the Board may decide:

- that the complaint is not a matter for the Board, or
- to review the approved supervisor status of the supervisor, and/or
- that the matter be considered as a notification regarding the health, performance or conduct of the supervisor.

Appendix A: Provisional registration standard (extract)

Extract of the relevant sections of the *Provisional registration standard*

Provisional registration standard

Authority

This registration standard was approved by the Australian Health Workforce Ministerial Council on 27 April 2012, pursuant to the Health Practitioner Regulation National Law (the National Law) as in force in each state and territory, with approval taking effect from 1 June 2012.

Summary

An applicant for provisional registration as a psychologist must have completed an accredited four-year sequence of psychology study, or a sequence of study that, in the opinion of the Board, is substantially equivalent. Provisional registration is granted to enable an individual to complete years five and six of supervised practice as part of a minimum six-year sequence of study approved by the Board, in order to become eligible for general registration.

The Board has determined that the qualification that leads to registration as a general psychologist is a six-year accredited sequence of study, comprising a Master's degree minimum qualification, or equivalent. The Board will recognise the following six-year sequences of study as equivalent:

- (a) a five-year accredited sequence of study followed by a one-year Board approved internship (5+1), or
- (b) a four-year accredited sequence of study followed by a two-year Board approved internship (4+2).

A provisional psychologist may not undertake dual pathways; that is, mixing components of two different pathways to make up a six-year sequence of study will not be accepted as completing an approved qualification leading to general registration.

Scope of application

This standard applies to all applicants for provisional registration and registered provisional psychologists.

Requirements of the 5+1 internship program

1. The core capabilities and attributes of the internship program that must be achieved by the provisional psychologist are:
 - a) knowledge of the discipline
 - b) ethical, legal and professional matters
 - c) psychological assessment and measurement
 - d) intervention strategies
 - e) research and evaluation
 - f) communication and interpersonal relationships
 - g) working within a cross-cultural context, and
 - h) practice across the lifespan.
2. The provisional psychologist undertaking the Board approved 5+1 internship must complete two years of study comprising:

- a) one year of an accredited fifth year of professional psychology study, plus
 - b) one year (sixth year) of a Board approved supervised practice internship.
3. A provisional psychologist must successfully complete the sixth year supervised practice internship in accordance with the Board's guidelines, which include:
- a) a minimum one-year program based on a 35-hour week and seven-hour day, totalling a minimum of 1,540 hours
 - b) a minimum of 17.5 hours per week internship
 - c) a maximum eight-week provision for annual and personal leave per year
 - d) one-on-one supervision with a Board approved supervisor at a ratio of one hour of supervision to 17.5 hours of supervised practice. Two-thirds must be individual supervision, with the rest either being individual or group supervision, and
 - e) a minimum of 60 hours of professional development designed to meet the eight competencies of the internship program. The pro rata equivalent applies to part-time practice.
4. The sixth year program must consist of a minimum of 40 per cent client contact and the remainder (up to 60 per cent) client-related activities.
5. The 5+1 program must be completed within a maximum of five years from commencement.
6. All work roles/placements in the sixth year internship must be approved by the Board (or by the accreditation agency if the internship is accredited) prior to commencement.
7. A six-month progress report and case studies completed by the provisional psychologist must be submitted by the supervisor and the provisional psychologist.
8. At the completion of the sixth year internship program, a final assessment of competence form signed by the supervisor must be submitted with an application for general registration.

Appendix B: Supporting documents

This list provides a resource for those seeking additional information about particular aspects of the guidelines.

Copies of the documents are available on the Board's website: www.psychologyboard.gov.au.

Document title	Relevant section of the 5+1 guidelines
<i>Provisional registration standard</i>	<ul style="list-style-type: none"> • Section 1 Introduction • Section 2.3 Requirements • Section 2.4 Timeframes • Section 7.8 Maintaining provisional registration
<i>APAC Rules for accreditation and accreditation standards for psychology courses</i>	<ul style="list-style-type: none"> • Section 1 Introduction • Section 2.2 Core competencies • Section 2.5 Prerequisites
<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>General registration standard</i>	<ul style="list-style-type: none"> • Section 6.1 Applying for general registration
<i>Guidelines for advertising of regulated health services</i>	<ul style="list-style-type: none"> • Section 7.1 Standards, guidelines and policies • Section 7.9 Use of title
<i>Guideline on professional indemnity insurance for psychologists</i>	<ul style="list-style-type: none"> • Section 7.1 Standards, guidelines and policies • Section 7.11 Professional indemnity insurance
<i>Guidelines for the National Psychology Examination</i> <i>National psychology examination curriculum</i>	<ul style="list-style-type: none"> • Section 2.2 Core competencies • Section 2.3.3 National psychology examination • Section 6.1 Applying for general registration • Section 7.1 Standards, guidelines and policies
<i>Australian Psychological Society 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 7.10 Psychological practice outside the 5+1 internship

Appendix C: Terminology

The following terms are defined as they are used within the context of 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 those activities considered necessary to provide a high standard of service to clients and to support the provisional psychologist's achievement of the core competencies. The supervisor provides guidance on what client-related activities are relevant, taking into account the individual provisional psychologist's development needs and their unique work role context, 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 the individual 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 within 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.

Appendix D: 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

Appendix E: Case study requirements

5+1 Internship – core competencies to be addressed by the 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 as to 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 criteria for each of the axes 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