



**SCHOOL OF PSYCHOLOGY**

**MASTER OF CLINICAL  
PSYCHOLOGY (DEFENCE)**

**PROGRAM HANDBOOK**

**2012**

***Program Coordinator:***

***Dr Jane Mortimer***



# CONTENTS

---

CONTENTS .....	3
INTRODUCTION .....	5
PROGRAM AIMS .....	5
PROGRAM OBJECTIVES .....	6
ADMINISTRATIVE STRUCTURE .....	6
THE DEGREE STRUCTURE .....	7
COURSEWORK .....	7
TEACHING STAFF .....	9
DESCRIPTION OF COURSES .....	10
PSYCHOL 7401EX Regimental Officer Basic Course (ROBC) .....	10
PSYCHOL 7421EX Mental Health Support on Operations .....	12
PSYCHOL 7404 Clinical Disorders in Adults & Children .....	14
PSYCHOL 7408EX Mental Health Disaster Management .....	16
PSYCHOL 7402 Evidence-Based Practice .....	17
PSYCHOL 7407 Interviewing & Intervention .....	19
PSYCHOL 7403 Psychological Assessment .....	21
PSYCHOL 7409 Neuropsychology & Disability .....	22
PSYCHOL 7421 Advanced Child & Adult Intervention .....	24
PSYCHOL 7412 Placement I .....	25
PSYCHOL 7413 Placement II .....	25
PSYCHOL 7417 Placement III .....	25
PSYCHOL 7418 / PSYCHOL 7419 Research Project .....	26
Publication Award Incentive Scheme .....	30
GENERAL INFORMATION .....	30
School Of Psychology Ethics Proforma Application .....	30
ADHREC Application .....	30
Copyright .....	30
Psychological Test Library .....	31
Representation In School of Psychology Governance .....	32
Assessment Policy .....	32
Assessment Procedures .....	32
Criteria For Assignment And Report Grades .....	33
Submission Of Written Work .....	33
Complaints .....	33
Copying Facilities .....	33
Myuni And Student Email .....	34

Passwords.....	34
The Barr Smith Library .....	34
APS Student Subscriptions .....	34
Psychology Students Association .....	34
Health, Safety and Wellbeing (HSW).....	35
Further Information.....	35
Appendix A: Program Rules Master Of clinical Psychology (Defence).....	36
Appendix B: Recording of Professional Development.....	39
Appendix C: Instructions for Examiners .....	41
Appendix D: Research Ethics and Practice.....	44
Appendix E: Clinical Ethics and Practice.....	44
Appendix F: Academic Honesty & Assessment Obligations Policy .....	44
Appendix G: University Guidelines For Secure Passwords .....	50
Appendix H: Research Project Supervisors .....	50

## INTRODUCTION

---

Welcome to the University of Adelaide School of Psychology Master of Clinical Psychology (Defence) degree program, which consisting of three major components: coursework, research thesis and field placements. The program involves two years full-time or four years part-time study. A list of Graduate Attributes can be found in the University's Postgraduate Calendar. The aim of this program is to provide graduates with the tertiary-level education required to be eligible for registration as a Psychologist and eligibility for membership of the Australian Psychological Society's (APS) College. The program is conducted jointly by the School of Psychology and Joint Health Command, Australian Defence Force (ADF)

An applicant for admission to the program of study shall have qualified for an APAC accredited degree with Honours in Psychology. Applicants must have a minimum of an upper Second Class, Division 2A Honours.

This program has conditional accreditation through the Australian Psychology Accreditation Council (APAC) and has been endorsed by the APS's College of Clinical Psychologists. The School undergoes regular accreditation by APAC, the national psychology accreditation body, which specifies the curriculum and training methods for programs such as this throughout Australia. The APAC Accreditation Standards are available at [www.apac.psychology.org.au](http://www.apac.psychology.org.au) and is a useful source of information for students.

To assist the program to maintain credibility and relevance by reflecting theoretical and practical developments in psychology and serving students responsibly, a Masters External Advisory Committee (MAC) advises the School on relevant issues. Membership includes practising psychologists on the Psychology Board of Australia, one or more currently enrolled students, as well as senior representation from the ADF and the School of Psychology. There is also an internal Learning and Teaching Committee consisting of the School members with major teaching roles in this degree program.

## PROGRAM AIMS

---

The aim of this program is to provide graduates with the tertiary-level education required to be eligible for registration as a psychologist and ultimate eligibility for membership of the Australian Psychological Society's (APS) College of Clinical Psychologists. The program has current conditional accreditation for entry to the APS and endorsement from the APS College of Clinical Psychologists. The academic program rules are included in this handbook as appendix 1.

The APS College of Clinical Psychologists (CCP) defines Clinical Psychology as "a specialist branch of Psychology which is concerned with the development, prevention and treatment of emotional problems in children, adolescents and adults. A distinguishing feature of Clinical Psychology is its focus on scientific training, Clinical practice and research with persons disabled by Psychological problems including those with the most severe mental disorders." The approved model for training is the "scientist-practitioner" model, which means maintaining a scholarly and critical approach to the scientific evidence-base of the profession, and to the evaluation of one's own practice, as well as contributing to the further development of scientific Clinical Psychology and staying up to date with the contributions of others. Accordingly, the program has two key objectives. The first is to provide thorough theoretical and Clinical skills preparation in core areas to meet formal requirements for entry to the profession (as determined by its accrediting bodies). The second is to prepare graduates to accept responsibility for continual self-monitoring and development after graduation, skills that are essential to ongoing professional practice.

In addition the program aims:

- To develop Clinical Psychologists who can apply human science research and methods to enhance the delivery of Clinical Psychological and mental health support in an occupational setting within the context of the Defence environment.

- To develop Clinical Psychologists with an understanding of the holistic and multi-level aspects of providing health care, organisational support, and performance enhancement in an occupational setting within the context of the Defence environment.
- The program will help Psychologists to meet the competencies required in the broad practice environment of Clinical Psychology and mental health services in an occupational setting within the context of the Defence environment.

## PROGRAM OBJECTIVES

---

The learning objectives of the Program are to:

- provide comprehensive studies across the field of Clinical Psychology, with a particular focus on the mental health of a Military workforce;
- improve student conceptual and applied knowledge, skills and capabilities as professionals, and broaden their horizons intellectually;
- stimulate awareness of existing and emerging theories and issues in Clinical Psychology;
- advance student skills in health promotion and Clinical Psychological practice; and
- advance student research skills by requiring students to formulate research problems and write a research thesis (or equivalent).

## ADMINISTRATIVE STRUCTURE

---

The program is administered through the Program Director and Program Coordinator.

Program Director:

Dr Jane Mortimer (UA) Ph: 8313 3101

Email: [jane.mortimer@gmail.com](mailto:jane.mortimer@gmail.com)

ADF Coordinator of the program:

LTCOL Dr Andrew Cohn Ph: 02 6266 4219

Email: [andrew.cohn@defence.gov.au](mailto:andrew.cohn@defence.gov.au)

Placement Coordinator:

LTCOL Dr Andrew Cohn Ph: 02 6266 4219

Email: [andrew.cohn@defence.gov.au](mailto:andrew.cohn@defence.gov.au)

Queries concerning placements should be directed to him in the first instance.

In 2012, the Research Project Coordinators are Dr Jane Mortimer (UA), LTCOL Dr Andrew Cohn (ADF) and Mr Roger Glenny (CMVH) and the Placement Coordinator is LTCOL Dr Andrew Cohn (ADF). Queries concerning research projects or placements should be directed LTCOL Dr Andrew Cohn in the first instance.

In this context, the School of Psychology is the University's agent. The program is governed by a set of General and Specific Program Rules (Appendix A) approved by the University Council and set out in the Postgraduate Calendar. Students should study these Rules because they prescribe how the Administration and the School manage the program.

Students should learn to use MyUni, our online course management system ([www.myuni.adelaide.edu.au](http://www.myuni.adelaide.edu.au)), because lecturers and administrative staff will be using it to provide course materials and to communicate with students.

The Program Coordinators welcome student comments and queries at any time. Further information regarding complaints mechanisms can be obtained from [www.adelaide.edu.au/student/policies/complaints/](http://www.adelaide.edu.au/student/policies/complaints/).

## THE DEGREE STRUCTURE

The program has an intake in January and July of each year. It is very demanding, and some coursework, practical placement and research requirements are undertaken outside the Semesters, during periods regarded as vacations for undergraduate students.

In the normal pattern of study, students enrolled on a full-time basis will complete seven courses of study and two placements during the first year. They should also do preliminary work on their research project although they will not enrol formally for this until second year. During second year they will complete two further placements, and the research project. Students may wish to consider linking the research project to one of the placements.

Marking schemes: Competency based courses such as Interviewing and Intervention, Advanced Child & Adult Intervention, Regimental Officer Basic Course (ROBC) and the Placements, will be assessed in terms of a Non-Graded Pass. The marking scheme for the other courses in this program will involve grades and marks.

Extensions policy: Extensions of time for assignments may be granted at the discretion of the Course Coordinator(s), to whom students should apply in writing (including e-mail), and should be accompanied by supporting evidence.

- The **FORMAL SUBMISSION TIME** for all assignments will be posted on MyUni

## COURSEWORK

July Intake

Courses	Course Code	Units
<b>July Semester, First Year</b>		
Regimental Officer Basic Course (ROBC)	PSYCHOL 7401EX	3
<u>or</u> Mental Health Support on Operations	PSYCHOL 7406EX	(3)
Mental Health Disaster Management	PSYCHOL 7408EX	3
Clinical Disorders in Adults & Children	PSYCHOL 7404	3
<b>Summer Semester, First Year</b>		
Evidence-based Practice	PSYCHOL 7402	3
Interviewing & Intervention	PSYCHOL 7407	3
<b>March Semester, First Year</b>		
Psychological Assessment	PSYCHOL 7403	3
Placement I	PSYCHOL 7412	3
Placement II	PSYCHOL 7413	3

<b>July Semester, Second Year</b>		
Neuropsychology & Disability	PSYCHOL 7409	3
Placement III	PSYCHOL 7417	6
Research Project I	PSYCHOL 7418	6
<b>March Semester, Second Year</b>		
Advanced Child & Adult Interventions	PSYCHOL 7421	3
Research Project II	PSYCHOL 7419	6
Total Units		48

All curriculum material is essential to the student's preparation for professional practice, such as that required for the supervised practice leading to National registration as a psychologist. Therefore, course participation is essential for all course components. In addition to material presented by lecturers, courses may include practical exercises, demonstrations, tutorial discussions and student presentations. Although all classes contain theoretical input, there is a major emphasis on active participation, discussion, experiential learning and practising professional skills in a 'learning exchange' context. The aim is to establish a professional, supportive and ethical learning environment in which a part of students' learning will derive from material generated from their own experience and from interaction with other members of the group.

#### January Intake

<b>Courses</b>	<b>Course Code</b>	<b>Units</b>
<b>Summer Semester, First Year</b>		
Evidence-based Practice	PSYCHOL 7402	3
Interviewing & Intervention	PSYCHOL 7407	3
<b>March Semester, First Year</b>		
Psychological Assessment	PSYCHOL 7403	3
Clinical Disorders in Adults & Children	PSYCHOL 7404	3
Mental Health Disaster Management	PSYCHOL 7408EX	3
<b>July Semester, First Year</b>		
Regimental Officer Basic Course (ROBC)	PSYCHOL 7401EX	3
<u>or</u> Mental Health Support on Operations	PSYCHOL 7406EX	(3)
Placement I	PSYCHOL 7412	3
Placement II	PSYCHOL 7413	3
<b>March Semester, Second Year</b>		
Advanced Child & Adult Interventions	PSYCHOL 7421	3
Placement III	PSYCHOL 7417	6
Research Project I	PSYCHOL 7418	6
<b>July Semester, Second Year</b>		
Neuropsychology & Disability	PSYCHOL 7409	3
Research Project II	PSYCHOL 7419	6
Total Units		48

Data collection and attendance at work or placements are NOT accepted as excuses for absence - Lecturers are likely to provide a redemption assignment for any missed class to assist the student in making up the missed learning opportunity.

It is important to be on time for classes, even more so when guest lecturers will be presenting. Lateness will be seen as reflecting a lack of professionalism, and may be penalised – in terms of grades. A redemption exercise may be required for lateness, which is considered to be an absence and counted in applying the 80% attendance requirement.

## **COMPLETION OF PROGRAM**

The Academic Program Rules in the University Calendar 2012 (p.326) state that: “Except with the permission of the Faculty, the courses of study and the dissertation shall be completed in not more than two years of full-time study or four years of part-time study. A student whose work on the dissertation is interrupted for a reason acceptable to the Executive Dean may be granted an intermission by the Head of the School of Psychology on behalf of the Faculty. If such an application is approved the maximum period specified in clause 1.1 will be adjusted accordingly by adding the length of the intermission.” In other words, it is essential that you complete your course within four years, including your dissertation.

## **TEACHING STAFF**

---

In addition to teaching contributions by academic staff in the School of Psychology, significant input to the coursework courses is contributed by Clinical Title Holders and other clinical psychologist practitioners. The aim here is to provide an excellent foundation of both theoretical and practical knowledge, as a secure basis for the application of this knowledge in field settings and the capacity and indeed commitment, to continue life-long professional self-education.

School Course Coordinators for 2012 are as follows:

PSYCHOL 7401EX Regimental Officer Basic Course (ROBC)	CAPT Emma Garrett (ADF)
PSYCHOL 7406EX Mental Health Support on Operations (Alternate to ROBC)	LTCOL (Dr) Andrew Cohn (ADF) Dr Jane Mortimer
PSYCHOL 7402 Evidence-based Practice	Prof Deborah Turnbull
PSYCHOL 7403 Psychological Assessment	Dr Jane Mortimer
PSYCHOL 7404 Clinical Disorders in Adults & Children	Dr Jane Mortimer
PSYCHOL 7407 Interviewing & Intervention	Dr Matt Davies
PSYCHOL 7408EX Mental Health Disaster Management	LTCOL (Dr) Andrew Cohn (ADF) Dr Jane Mortimer
PSYCHOL 7409 Neuropsychology & Disability	Dr Jane Mortimer
PSYCHOL 7421 Advanced Child & Adult Interventions	Dr Jane Mortimer

## **DESCRIPTION OF COURSES**

---

### **PSYCHOL 7401EX REGIMENTAL OFFICER BASIC COURSE (ROBC)**

**Coordinator:**

CAPT Emma Garrett

**Other teaching staff:**

MAJ (Dr) Carolyn Deans (ADF), and Ms Jennifer Harland (ADF)

**Aim:**

The aim of course is to prepare intern psychologists for employment within the Australian Defence Force. The course covers psychological testing and the maintenance of psychological documentation in accordance with legislation and APS Code of Conduct. The course also covers psychological assessment and counselling, counselling micro-skills and brief interventions (psycho-education for individuals and groups, arousal reduction techniques, sleep and fatigue management, grief, anger management and psychological first aid). The course includes,

1. Mental health screening (following operational deployment and critical incidents),
2. frontline intervention for people with ATOD (alcohol, tobacco and other drugs) problems
3. suicide first aid.

**Objectives:**

On completion of the unit the course students will be able to:

- Comply with legislation in the public sector
- Conduct psychological testing
- Compile and maintain psychological documents
- Conduct psychological assessment
- Conduct psychological counselling
- Provide psychological support to operations
- Provide psycho-education
- Conduct psychological screening interviews
- Conduct frontline intervention for personnel with alcohol and/or other drug issues
- Conduct first aid for suicidal personnel
- Provide critical incident mental health support

**Course content:**

Course content includes training periods on:

- interpretation of relevant policy documents,
- compilation and maintenance of psychological records,
- understanding legislation and ethical considerations,
- administration, marking and recording of psychological tests,
- counselling micro skills,
- counselling methodologies and interventions,
- managing psychological causalities,
- arousal reduction techniques,
- operational stress management,

- anger management techniques,
- problem solving techniques,
- sleep and fatigue management techniques,
- managing grief reactions,
- delivery of psycho-education to individuals and groups,
- mental health screening,
- identification and screening for problematic use of alcohol and the conduct of brief interventions and relapse prevention
- identification of problematic use of tobacco and other drugs
- provide suicide first aid and understand risk indicators
- provide critical incident mental health support (psych-education, mental health screening, advice to commanders on group interventions)

### **Assessment:**

This course is assessed using both formative assessments (provides information on the progress towards the achievement of the required performance) and summative assessments (assessment of performance at the end of a period of training, the outcome of which is a decision on whether the individual is competent or not yet competent) in accordance with competency based training and assessment principles. There is a combination of 23 multiple choice and short answer theory or practical formative assessments throughout the ROBC.

### **References**

*Privacy Act 1988* (Commonwealth)

DI(G) ADMIN 27-1 - Freedom of Information Act -Implementation in the Department of Defence

APS Code of Conduct

ADF mental health policy and instructions:

Health Bulletin 03/2005 Treatment of problematic alcohol use in the Australian Defence Force

Health Bulletin 10/2005—Australian Defence Force Outpatient Treatment Program

Health Bulletin 11/2003 - Mental health support to operationally deployed forces

Health Bulletin 15/2003 - Alcohol use disorders identification test

Health Directive 260 - An introduction to the management of mental health problems in the Australian Defence Force

DI(G) PERS 15 – 1 – Misuse of alcohol in the Defence Force

DI(G) PERS 15-2 – Involvement of Members of the ADF with Illegal Drugs

DI(G) PERS 16-24 - Mental Health Provision in the Australian Defence Force

DI(G) PERS 16-26 - Management of a Suicidal Episode in the ADF

DI(G) PERS 16-28 - Operational mental health screening

DI(G) PERS 16-25 - Australian Defence Force Critical Incident Mental Health Support

DI(G) PERS 16-20 Privacy of Health Information in Defence

Australian Defence Force Publication 714 – Operational Stress Management

Australian Defence Force Publication - Psychology Services Manual

National Mental Health Policy, Commonwealth of Australia, 2000

ADF Health Status Report 2000

*Australian Guidelines for the Treatment of Alcohol Problems* 2003, Department of Health and Ageing and the National Drug and Alcohol Research Centre, University of New South Wales

*Diagnostic and Statistical Manual of the American Psychiatric Association*, Volume IV, text revision (DSM–IV–TR:APA, 2000)

Critical Incident Mental Health Support Facilitator and Professional/Provider Participant Manuals

Critical Incident Mental Health Support Fly-Away-Kit

Applied Suicide Intervention Skills Training suicide Intervention Handbook by Living Works

**Disclaimer: These arrangements are provisional and are subject to change.**

## **PSYCHOL 7421EX MENTAL HEALTH SUPPORT ON OPERATIONS**

### **Coordinators:**

LTCOL (Dr) Andrew Cohn (ADF) Email: [andrew.cohn@defence.gov.au](mailto:andrew.cohn@defence.gov.au)

Dr Jane Mortimer (UA) Email: [jane.mortimer@gmail.com.au](mailto:jane.mortimer@gmail.com.au)

### **Other teaching staff:**

MAJ (Dr) Carolyn Deans (ADF)

### **Aim:**

This unit aims to develop skills in the provision of mental health support to ADF personnel before, during, and after an operational deployment. The units covers brief counselling for AOTD (alcohol, tobacco, and other drugs), anger management, peer acceptance, loneliness and grief, operational stress and combat, and homecoming adjustment. The unit also covers providing psycho-education interventions to prepare personnel for arduous duties, psychological first aid, suicide and self-harm interventions, and psychological screening (critical incidents and post-deployment).

### **Objectives:**

On completion of the unit the course students will be able to demonstrate:

- Knowledge and competence in brief counselling micro-skills.
- Knowledge and competence in application of brief counselling techniques to common presenting problems in ADF personnel (for example, ATOD, anger management, relationship difficulties, grief).
- Knowledge and skill in the assessment and management of personnel at risk of suicide or self-harm.
- Knowledge and skill in psychological screening and psycho-education including Critical Incident Mental Health Support (CIMHS), Return to Australia Psychological Screening and (RTAPS) and Post Operational Psychological Screening (POPS).
- Knowledge and skill in provision of psychological first aid.
- Knowledge of theory and research for psychological impact of operational deployments on military personnel and their families.
- Knowledge of theory and research for psycho-education based interventions (individual and group) for military personnel and their families.
- Knowledge and competence in provision of relapse prevention.

**Course content:**

Seminar	Lecturer	Topic
Intensive Course Day 1	MAJ (Dr) Carolyn Deans & LTCOL (Dr) Andrew Cohn	Evidence based brief interventions and relapse prevention
Intensive Course Day 2 (7 hrs)	MAJ (Dr) Carolyn Deans	Counselling for Alcohol Tobacco and Other Drugs (ATOD)
Intensive Course Day 3 (7 hrs)	MAJ (Dr) Carolyn Deans	Counselling for Common Presenting Problems (anger, relationships, grief)
Intensive Course Day 4 (7 hrs)	MAJ (Dr) Carolyn Deans & LTCOL (Dr) Andrew Cohn	Counselling for Suicide and Self-Harm
Intensive Course Day 5 (7hrs)	MAJ (Dr) Carolyn Deans	Psychological First Aid and Psychological Screening (CIMHS, RTAPS and POPS)
SDL (self-directed learning)	Dr Jane Mortimer	Cognitive Interpersonal Therapy for relationship problems

**Assessment:**

This course assessed uses both formative assessments (provides information on the progress towards the achievement of the required performance) and summative assessments (assessments of performance at the end of a period of training, the outcome of which is a decision on whether the individual is competent or not yet competent) in accordance with competency based training and assessment principles. There is a combination of 23 multiple choice and short answer theory or practical formative assessments throughout the ROBC.

**References**

- Australian Guidelines for the Treatment of Alcohol Problems* 2003, Department of Health and Ageing and the National Drug and Alcohol Research Centre, University of New South Wales
- Brymer, M., Jacobs, A., Layne, C., Pynoos, R., Ruzek, J., Steinberg, A., et al. (2006). *Psychological first aid field operations guide*. Los Angeles: *National Child Traumatic Stress Network and National Center for PTSD*.
- Defence Instruction General (Personnel) 16-24. Mental health provision in the Australian Defence Force.
- Defence Instruction General (Personnel) 16-25. Critical incident mental health support in Defence.
- Defence Instruction General (Personnel) 16-28. Operational Mental health screening.
- Health Directive No 260. An introduction to the management of mental health problems in the Australian Defence Force.
- Defence instruction General (Personnel) 16-15. Australian Defence Force medical Employment Classification System.
- Egan, G. (2002). *The skilled helper: A problem-management and opportunity-development approach to helping*. Brooks/Cole California.
- Egan, G., & McGourty, R. (2002). *Exercises in helping skills: a manual to accompany The skilled helper*. Brooks/Cole.
- Rudd, M. D. (2006). *The assessment and management of suicidality*. Sarasota, FL: Professional Resource Press.

Rudd, M. D., Joiner, T. E., & Rajab, M. H. (2004). *Treating suicidal behavior: An effective, time-limited approach*. The Guilford Press.

Williamson, A. (2008). *Brief psychological interventions in clinical practice*. Chichester, England; Hoboken, NJ: J. Wiley.

**Disclaimer: These arrangements are provisional and are subject to change.**

## **PSYCHOL 7404 CLINICAL DISORDERS IN ADULTS & CHILDREN**

### **Coordinator:**

Dr Jane Mortimer (UA) Email: [jane.mortimer@gmail.com.au](mailto:jane.mortimer@gmail.com.au)

### **Other Teaching Staff:**

Dr Duncan Wallace, Psychiatrist (ADF)

**Format of the unit: Part A – theory (online) and Part B – clinical skills (internal)**

### **Aim:**

This course aims to teach students to recognise and diagnose psychological disorders across the lifespan using current diagnostic classifications (e.g. DSM-IV-TR). Students gain an understanding of the aetiology and current evidenced based treatment of a wide range of mental health disorders. The first part of this course covers the relevant theories of psychopathology and treatment, and the importance of a sensitive approach to culture and ethnicity. The second part cover the clinical skills required to conduct a diagnostic interview and Global Assessment of Functioning.

### **Objectives:**

On completion of this course students will be able to:

- Demonstrate critical knowledge of limitations of commonly used diagnostic classifications, assessment and the appropriate selection of psychometric tests (eg. Reliability, validity and cultural issues).
- Demonstrate strong knowledge of relevant theories of aetiology and treatment of a broad range of mental disorders
- To conduct a proficient clinical diagnostic interview for commonly occurring mental health disorders
- To conduct a proficient evaluation of an individual's Global Assessment of Functioning
- Demonstrate strong knowledge of drugs and side-effects used for common mental disorders

### **Course Content:**

- Introduction To Theory And Diagnostic Methodology And A Critique
- Theory Anxiety Disorders/Mood Disorders/ Schizophrenia And Psychosis And Treatment (Including Psychopharmacology)
- Theory Of Personality Disorders/Substance Abuse / Eating Disorders And Treatment (Including Psychopharmacology)
- Life Span: Developmental Disorders Of Childhood And Of Later Life And Treatment (Including Psychopharmacology).

- Other Mental Health Disorders:, Sexual And Relationship Problems, Somatoform And Dissociative Disorders(Including Psychopharmacology).
- Psychological Treatment and how to select appropriate tests to evaluate the efficacy of treatment
- Clinical Skills: The Diagnostic Interview (SCID), Global Assessment Of Functioning
- Clinical Skills: Structured Diagnostic Interview (I)
- Clinical Skills: Structured Diagnostic Interview (Ii)
- Assessment Of Competencies ( Diagnostic Interview and Global Assessment Of Functioning)

### **Assessment:**

All competencies (listed in Objectives) will be formally assessed. Acquisition of competencies will be required for successful completion of the course and will be assessed.

#### **Online Self-Directed Learning Program and Professional Development Assessment**

1. Students will be required to gain critical knowledge of the interpretation and limitations of commonly used diagnostic classifications, assessment and the appropriate selection of psychometric tests (eg. reliability, validity and cultural issues). Also they will be required to attain a critical understanding of theory of the presenting symptoms, aetiology, and evidenced based treatment of psychopathology (including the use of drugs and potential side effects). These knowledge competencies will be formally assessed with an online test each week. These weekly assignments are a Non Graded Pass (NGP), but a minimum competency of 75% is required in each weekly online test in order to pass the course.
2. Active participation in the Discussion Board is also required to complete the requirements of this course. (NGP)
3. Students will be provided with an audiotape of a two day work for the treatment of anxiety disorders entitled “Scared Stiff: Fast effective treatment for anxiety disorders”. They will be assessed on their knowledge of the material in this workshop and will be required to pass a Professional Development test. A certificate of completion needs to be provided to the Course Coordinator on completion of this task in order to pass this course. (10%)

#### **Assessment of Clinical Skills**

Two examiners will assess the proficiency of student at conducting a clinical diagnostic interview and a global assessment of functioning. Actors will simulate the scenarios and students may be videotaped (with student consent) and their clinical skills evaluated. This assessment is worth 90% of the entire grade for this course.

#### **Assessment and requirements for the unit including percentage weighting for each assessment:**

- Online Self-Directed Learning Program and Discussion Board Participation (NGP)
- Diagnostic Interview and Global Assessment of Functioning (90%)
- Professional Development Test “Scared Stiff: Fast effective treatment for anxiety disorders” audiotape (10%)

### **References:**

Kring, A. M. et al. (2011) *Abnormal Psychology*. John Wiley & Sons.  
 Reiger, E. (Ed0. (2008). *Abnormal Psychology: Leading researcher perspectives*. North Ryde: McGraw-Hill.  
 Hoffnung, M. et al (2011). *Lifespan development*. Milton, QLD: John Wiley & Sons

**Disclaimer: These arrangements are provisional and are subject to change.**

## **PSYCHOL 7408EX MENTAL HEALTH DISASTER MANAGEMENT**

### **Coordinators:**

LTCOL (Dr) Andrew Cohn (ADF) Email: [andrew.cohn@defence.gov.au](mailto:andrew.cohn@defence.gov.au)

Dr Jane Mortimer (UA) Email: [jane.mortimer@gmail.com.au](mailto:jane.mortimer@gmail.com.au)

### **Other Teaching Staff:**

Dr Duncan Wallace, Psychiatrist (ADF), Dr Diana Dorstyn (UA)

**Format of the unit:** 7 Day intensive with pre-intensive and post-intensive self-directed learning

### **Aim:**

The aim of this unit is to develop a practical as well as a theoretical base to manage the mental health aspects of disaster management for individuals, groups and organisations. Seminars will include both theoretical knowledge and practical skills to manage people exposed to potentially traumatic events. The unit will have a specific focus on management of trauma in the ADF, including the critical incident mental health support framework. The knowledge and skills will have general application in the broader community.

### **Objectives:**

On completion of the course students will be able to demonstrate

- Describe the impacts of a disaster on the mental health of individuals, groups and organisations.
- Describe the principles of mental health interventions following a disaster.
- Understanding of the critical incident mental health framework.
- Conduct clinical assessments of individuals following a disaster.
- Conduct treatment of individuals or groups following a disaster.
- Formulate and communicate workplace mental health interventions for organisations following a disaster.

### **Course content:**

	<b>Lecturer</b>	<b>Topic</b>
Day 1	Dr Diana Dorstyn	Basic Health Psychology Principles and applications in a clinical health context
Day 2	LTCOL (Dr) Andrew Cohn & Dr Duncan Wallace	Clinical Assessment of psychopathology (Adjustment Disorder)
Day 3	LTCOL (Dr) Andrew Cohn & Dr Duncan Wallace	Clinical Assessment of psychopathology (Acute Stress Disorder, PTSD)
Day 4	LTCOL (Dr) Andrew Cohn & Dr Duncan Wallace	Clinical Psychology interventions – pre disaster
Day 5	LTCOL (Dr) Andrew Cohn & Dr Duncan Wallace	Clinical Psychology interventions – during disaster
Day 6	LTCOL (Dr) Andrew Cohn & Dr Duncan Wallace	Clinical Psychology interventions – post disaster
Day 7	LTCOL (Dr) Andrew Cohn & Dr Duncan Wallace	Student presentations

**Assessment:**

For completion of the course, each assessment task must be passed.

- 20% Student Presentation
- 30% Written Essay on Special Topic (eg. Best Practice Guidelines, Dealing with Co-morbid disorders)
- 50% Critique of Clinical Practice

**References**

- American Psychiatric Association (2000) Diagnostic and statistical manual of mental disorders: DSM-IV Fourth Edition, Text revision. Washington D.C., American Psychiatric Association.
- Australian Centre for Posttraumatic Mental Health (2007). *Australian Guidelines for the Treatment of Adults with Acute Stress Disorder and Posttraumatic Stress Disorder*. ACPMH, Melbourne, Victoria.
- Brymer M., Jacobs A., Layne C., Pynoos R., Ruzek J., Steinberg A., Vernberg E., & Watson P, (National Child Traumatic Stress Network and National Center for PTSD) (2006). *Psychological First-Aid: Field Operations Guide 2nd Edition*. National Child Traumatic Stress Network National Center for PTSD.
- Bryant, R.A., Harvey, A.G. (2000). *Acute Stress Disorder: A Handbook of Theory, Assessment and Treatment*. APA. Washington.
- Defence Instruction General (Personnel) 16-24. Mental health provision in the Australian Defence Force.
- Defence Instruction General (Personnel) 16-25. Critical incident mental health support in Defence.
- Defence Instruction General (Personnel) 16-28. Operational Mental health screening.
- Health Directive No 260. An introduction to the management of mental health problems in the Australian Defence Force.
- Defence instruction General (Personnel) 16-15. Australian Defence Force medical Employment Classification System.
- Foa, E.F., Hembree, E.A., & Rothbaum, B.O. (2007). *Prolonged Exposure Therapy for PTSD: Emotional Processing of Traumatic Experiences Therapist Guide*. Oxford. New York.
- Rothbaum, B.O., Foa, E.B., Hembree, E.A. (2007). *Reclaiming Your Life from a Traumatic Experience: A Prolonged Exposure Treatment Program Workbook*. Oxford. New York.
- Treatment protocol project (2004). *Management of mental disorders (Fourth edition)*. Sydney. World Health Organisation Collaborating centre for evidence in mental health policy.

**PSYCHOL 7402 EVIDENCE-BASED PRACTICE**

**Semester: Summer 23 Jan - 8 Feb (excluding 26 Jan)**

**9.30am – 12.30pm, Room 526 Hughes Building**

**Coordinator:**

Deborah Turnbull, Room 721, Level 7 Hughes Building

Telephone: 8313 1229

Email: [deborah.turnbull@adelaide.edu.au](mailto:deborah.turnbull@adelaide.edu.au)

**Other Teaching Staff:**

Anna Chur-Hansen, Andrew Cohen, Paul Delfabbro, Caroline Dingle, Maria Gardiner, Jane Mathias, Antonina Mikocka-Walus, Anthony Venning

Prerequisite: acceptance into a Master of Psychology Program.

**Objectives:**

On completion of this course students will be able to demonstrate:

- knowledge and skills required to undertake research in applied settings;
- knowledge of and aptitude for fulfilling statutory and other professional responsibilities.

**Course content:**

		<b>Lecturer</b>	<b>Topic</b>
1	Monday 23 January	DT AV	Introduction The scientist practitioner model and the evidence-based practice paradigm
2	Tuesday 24 January	A M-W	Levels of evidence, critical appraisal
3	Wednesday 25 January	PD	Applied survey design
4	Friday 27 January	PD	Evaluating psychometric instruments
5	Monday 30 January	JM	Meta-analysis and systematic reviews
6	Tuesday 31 January	PD	Reading and interpreting the numbers and measures (1)
7	Wednesday 1 February	DT	Applied qualitative research methods Statutory requirements (1)
8	Thursday 2 February	DT	Case study methods Evaluation
9	Friday 3 February	DT	Statutory requirements (2)
10	Monday 6 February	MG	Self-care
11	Tuesday 7 February	A C-H	Reflective practice, use of supervision, working with diversity
12	Wednesday 8 February	DT / AC-H/ CD/ AC	Ethics, practice and statutory responsibilities

**Assessment:**

On-line Multiple choice exam (85%) (19 June)

Critical appraisal exercise (15%) (29 February)

Self-directed learning exercise: hurdle requirements (NGP) (due 26 October)

Further details will be provided during classes. Both assessment tasks must be passed, and the required SDLs completed, to pass the course.

Note: Students in the following programs undertake this course jointly: Master of Psychology (Clinical; Health; Organisational/Human Factors; Master of Clinical Psychology (Defence)).

**Reference list:**

- Marks DF and Yardley L (Eds) (2004). *Research methods for clinical and health psychology*. London: Sage Publications
- Morrissey, S., & Reddy, P. (Eds.). (2006). *Ethics and professional practice for psychologists*. Melbourne: Thomson Social Science Press.
- Norcross, J.C., Hogan, T.P., & Koocher, G.P. (2008). *Clinician's guide to evidence-based practices: mental health and the addictions*. Oxford: Oxford University Press.
- Page, A. C., & Stritzke, W. G. K. (2006). *Clinical psychology for trainees: foundations of science-informed practice*. Cambridge: Cambridge University Press.
- Spring, B., (2007). Evidence-based practice in clinical psychology: What it is, why it matters; What you need to know. *Journal of Clinical Psychology*, 63(7), 611-631.

**PSYCHOL 7407 INTERVIEWING & INTERVENTION**

**Semester: Summer (23 Jan – 8 Feb) excluding 26 Jan  
1.30 – 4.30, Room 526, 305, 306 Hughes Building**

**Coordinator:**

Dr Matt Davies, Room 522, Hughes Building

Telephone: 8313 5259

Email: m.davies@adelaide.edu.au

**Other Teaching Staff:**

Ms Margaret Hartstone / Ms Amanda Burlock / Ms Kari Walsh

**Aims:**

The aim of this course is to provide students with skills in both interviewing and counselling as well as the evidence-based interventions of CBT and motivational interviewing.

**Objectives:**

On completion of this course students will be able to demonstrate;

- competence in interviewing and counselling skills;
- competence in conducting an initial interview with children and adults,
- knowledge of the essential components of a mental status examination;
- knowledge of and key skills in conducting risk assessments and Motivational Interviewing
- knowledge of conducting a CBT intervention. This will include knowledge of principles of CBT, behavioural theory, case conceptualisation, interventions, thought records, Socratic questioning, schemas/core beliefs, integrating cognitive and behavioural intervention in behavioural experiments, treatment planning and suitability for CBT, relapse prevention, and an introduction to third wave CBT.

**Course content:**

		<b>Lecturer</b>	<b>Topic</b>
1	Monday 23 January	M. Davies	Introduction to counselling
2	Tuesday 24 January	M. Davies	Introduction to counselling
3	Wednesday 25 January	M. Davies	Introduction to counselling
	Thursday 26 January	No Class	
4	Friday 27 January	M. Davies	The initial interview and history taking
5	Monday 30 January	M. Davies	Mental Status examination and risk assessment
6	Tuesday 31 January	M. Davies	Motivational Interviewing
7	Wednesday 1 February	M Hartstone / A Burlock	Introduction to CBT
8	Thursday 2 February	M.Hartstone / A. Burlock	Introduction to CBT
9	Friday 3 February	M.Hartstone / A. Burlock	Introduction to CBT
10	Monday 6 February	M.Hartstone / A. Burlock	Introduction to CBT
11	Tuesday 7 February	M.Hartstone / A. Burlock	Introduction to CBT
12	Wednesday 8 February	K. Walsh	Interviewing children

**Assessment:**

- Competence in counselling skills and conducting an initial interview will be assessed using a video recorded role-play of an initial interview.
- SDLs will assess understanding of key risk assessment issues, and competence in conducting a CBT intervention will be assessed using between session homework exercises and in class exercises.

Further details will be provided during the class. All assessment tasks are non-graded and all tasks must be passes to pass the course. Redemption assignments will be set for any missed classes.

Note: Seminars 1 to 6 are taught jointly with Master of Psychology (Clinical, Health, Organisational/Human Factors, and Master of Clinical Psychology (Defence) students. Seminars 7 to 12 are only taught to Master of Psychology (Clinical, Health, and Master of Clinical Psychology (Defence) students.

**Pre-course reading for MPsych Clinical, Health, and Master of Clinical Psychology (Defence)**

Wright, J.H., Basco, M.R., & Thase, M.E. (2006) *Learning cognitive-behavior therapy: An illustrated guide*. American Psychiatric Publishing, Inc.: Arlington, VA, USA

**Reference list**

Sommers-Flannagan, J. & Sommers-Flanagan, R. (2009). *Clinical interviewing. 4th Ed*. John Wiley & Sons, Inc. : Hoboken, New Jersey, USA.

## **PSYCHOL 7403 PSYCHOLOGICAL ASSESSMENT**

### **Semester 1**

#### **Coordinator**

Dr Jane Mortimer Room 519, Hughes Buiding

Telephone: 8303 3101 or 8331 9299

Email: [jane.mortimer@gmail.com](mailto:jane.mortimer@gmail.com)

#### **Other Teaching Staff**

Ms Sophie Holdstock, Dr Miranda Van Hooff, Dr Tim Connell, Dr Jack White, Dr. Michael Proeve, Professor Ted Nettelbeck, Ms Rochelle Whelan

#### **Aims/Objectives**

This intensive course aims to introduce students to the principles and practice of psychological assessment. The course will focus on a small number of widely used norm-referenced tests of abilities as well a structured diagnostic assessment.

On completion of this course the student will be able to demonstrate:

- An understanding of the nature and principles of psychological assessment
- S/he has practiced giving tests to an infant, child or adult
- S/he is able to score the tests covered and draw inferences from the results within a hypothesis testing framework
- S/he is able to write a report to a professional standard
- S/he is able to identify suitable psychological assessment measures for a variety of assessment tasks and contexts

#### **Course content:**

	Topic
Seminar 1 Thursday 9 Feb 9 30am-12.30pm	Introduction to the Wechsler scales. Assessment of Intellectual ability (or development) in infants, children and adolescents (Bayleys III, WPSSI-III, & WISC-IV) (SH)
Seminar 2 Thursday 9 Feb 1.30pm-4.30pm	Assessment of Memory (WMS) (SH)
Seminar 3 Friday 10 Feb 9 30am-12.30pm	Assessment of the Wechsler Adult Intelligence Scale (MP)
Seminar 4 Friday 10 Feb 1.30pm-4.30pm	Personality Assessment (NEO-P and PAI) (JW)
Seminar 5 Monday 13 Feb 9 30am-12.30pm	Practice administration of Wechsler scales (TN)
Seminar 6 Monday 13 Feb 1.30pm-4.30pm	Assessment of Adaptive Behaviours and support needs (SH)

Seminar 7 Tuesday 14 Feb 9 30am-12.30pm	Ethics and Professional Practice I (Report Writing, Interview Content, Legal and Ethical Implications) (JW)
Seminar 8 Tuesday 14 Feb 1.30pm-4.30pm	Ethics and Professional Practice II (Report Writing, Interview Content, psycho-legal issues, consent issues, issues concerning practice with minors and those unable to give informed consent, billing practices, confidentiality and privacy issues, role of the psychologist within the profession the work place, mechanisms for the resolution of conflict, advertising and public statements, note-taking record keeping, ethical and legal implications) (JW)
Seminar 9 Wednesday 15 Feb 9 30am-12.30pm	Personality Assessment MMPI 2 and MCMI-III (MP)
Seminar 10 Wednesday 15 Feb 1.30pm-4.30pm	Observational measures (TC)
Seminar 11 Thursday 16 Feb 9 30am-12.30pm	Assessment of the elderly (RW)
Seminar 12 Thursday 16 Feb 1.30pm-4.30pm	Structured Interview (CID-I administration) (MV)

**Please NB: Disclaimer: These arrangements are provisional and are subject to change**

**Assessment:**

- Online Self-Directed Learning Program involving weekly online test. These knowledge competencies will be formally assessed with an online test each week. These weekly assignments are a Non Graded Pass (NGP), but a minimum competency of 75% is required in each weekly online test in order to pass the course.
- Written assignment involving psychological assessment and a comprehensive psychological report about the assessment outcomes prepared to professional standards (100%)

**PSYCHOL 7409 NEUROPSYCHOLOGY & DISABILITY**

**Prerequisite or co-requisite:** PSYCHOL 7403 Psychological Assessment

**Coordinator**

Dr Jane Mortimer Room 519, Hughes Buiding  
Telephone: 8303 3101 or 8331 9299  
Email: [jane.mortimer@gmail.com](mailto:jane.mortimer@gmail.com)

**Other Teaching Staff**

Mr Andrew Rothwell, Dr Les Koopowitz

**Aim:**

The overall aim of this course is to introduce trainees to the fields of clinical neuropsychology by examining some of the developmental and acquired brain-based disorders that can impact on the cognitive and psychological functioning. In addition this topic covers how the field of neuroscience can inform the assessment and treatment of complex psychopathology and disability. The basic principles of pharmacological treatments are also examined in this context.

**Objectives:**

Upon completion of this unit, students will be able to demonstrate:

- an advanced understanding of the nature, rationale, and purposes of neuropsychological and disability assessments;
- a knowledge of the structural and functional organisation of the brain;
- familiarity with, and understanding of, a number of neuropsychological assessment procedures;
- knowledge of some of the main types of developmental and acquired brain damage and the main cognitive and psychological problems that are associated with these different disorders
- A working knowledge of how findings from neuroscience can inform clinical assessment and treatment of complex psychopathology and disability
- An understanding of the basic principles of psychopharmacology

**Course content:**

This course introduces students to the field of clinical neuropsychology with a particular emphasis on assessment and the consequences of a variety of developmental and acquired forms of brain damage. It will introduce students to some of the main methods by which specific cognitive functions are assessed. Case studies will be used to illustrate the deficits associated with these disorders and to develop students' skills in interpreting test data. The second part of this course examines how an understanding of neuroscience informs clinical practice in the area of psychopathology, disability and psychopharmacology.

Day 1	Basic Psychopharmacology (TBA)
Day 2	Introduction to clinical neuropsychological assessment (AR)
Day 3	Assessment of common neuropsychological disorders (AR)
Day 4	Assessment of common neuropsychological disorders (AR)
Day 5	How models of the brain in the field of neuroscience informs psychological assessment and treatment of complex psychopathology (including coverage of psychopharmacology) (LK)
Day 6	How models of the brain in the field of neuroscience informs psychological assessment and treatment of complex psychopathology (including coverage of psychopharmacology) (LK)
Day 7	How models of the brain in the field of neuroscience inform psychological assessment and treatment of complex psychopathology (including coverage of psychopharmacology) (LK)

**Disclaimer: These arrangements are provisional and are subject to change.**

**Assessment and SDLs:**

1. Behavioural neuroanatomy, measurement of brain physiology (SDL). This knowledge competency will be formally assessed by 2 online tests (multiple choice). Each online test consists of 50 questions. This SDL is a Non Graded Pass (NGP), but a minimum competency of 75% is required in each online test in order to pass the course
2. A neuropsychological Interview with a standardised patient. Two examiners will assess the proficiency of student at conducting an initial neuropsychological assessment. Actors will simulate the scenarios and students may be videotaped (with student consent) and their clinical skills evaluated. This assessment is worth 50% of the entire grade for this course.

3. *A videotaped student presentation of a neuropsychological disorder.* Students will be required to present a 10 minute videotaped presentation of a common adult or child neuropsychological disorder. (50%)

**Assessment and requirements for the unit including percentage weighting for each assessment:**

- Online Self-Directed Learning Program (NGP)
- Examination of a Neuropsychological Interview with a Standardised Patient (50%)
- Videotaped Presentation of a common neuropsychological disorder (50%)

**PSYCHOL 7421 ADVANCED CHILD & ADULT INTERVENTION**

**Coordinator**

Dr Jane Mortimer (UA) Email: [jane.mortimer@gmail.com.au](mailto:jane.mortimer@gmail.com.au)

**Other Teaching Staff:**

Prof Ron Rapee, Dr Anthony Venning, Dr Diana Dorstyn, Dr Maura Kenny

**Aim:**

The aim of this course is to provide the student with more advanced clinical skills to apply to a diverse range of psychological problems. There is also an emphasis on developing skills of mindful self care for the practicing clinician and the consolidation of clinical skills in evidence-based treatment (eg Cognitive Behavioural Therapy and Mindfulness) leading to the selection and evaluation of appropriate interventions.

**Objectives:**

Upon the completion of this course, students will be able to:

1. Develop skills of mindful self care for the practicing clinician
2. Consolidate clinical skills in evidence-based treatment (eg. Mindfulness & Cognitive Behavioural Therapy)
3. Select and evaluate the appropriate intervention for a diverse range of clients

**Course content:**

Seminars	Topic
Seminar 1 (3 hours)	Clinical Assessment and Management of Adjustment Disorders and Anxiety Disorders in Children and Adolescents (RR)
Seminar 2 (3 hours)	Clinical Assessment and Management of Adjustment Disorders and Anxiety Disorders in Children and Adolescents (RR)
Seminar 3 (3 hours)	Clinical Assessment and Management of Mood Disorders in Children and Adolescents (AV)
Seminar 4 (3 hours)	Clinical Assessment and Management of Adjustment Disorders in Children and Adolescents (AV)
Seminar 5 (3 hours)	Internalizing and Externalising Behaviours in Children and Adolescents (AV)

Seminar 6 (3 hours)	Developmental Disorders in Children and Adolescents (Intellectual Disability) (AV)
Seminar 7 (3 hours)	Developmental Disorders in Children and Adolescents Autism Spectrum Disorders (AV)
Seminar 8 (3 hours)	Developmental Disorders in Children and Adolescents (Attention Deficit Hyperactivity Disorder) (AV)
Seminar 9 (3 hours)	Psychological Interventions of Major Health Problems such as obesity and the principles of relapse prevention (DD)
Seminar 10 (3 hours)	Specialised Interventions: Mindful Self Care for the Clinician (MK)
Seminar 11 (3 hours)	Specialised Interventions: Mindful Self Care for the Clinician (MK)
Seminar 12 (3 hours)	Specialised Interventions: Mindfulness for Depression (MK)
Seminar 13 (3 hours)	Specialised Interventions: Mindfulness for Depression (MK)

**Disclaimer: These arrangements are provisional and are subject to change.**

**Assessment:**

There are two assessment components for this course as follows:

1. A Videotaped Assignment – a video-taped role play of an evidence-based intervention with an adult or child (NGP)
2. A Professional Development Test– to be advised (NGP)

**PSYCHOL 7412 PLACEMENT I**

**PSYCHOL 7413 PLACEMENT II**

**PSYCHOL 7417 PLACEMENT III**

**Coordinator:** LTCOL (Dr) Andrew Cohn (ADF) Email: [andrew.cohn@defence.gov.au](mailto:andrew.cohn@defence.gov.au)

**RECORDING OF PROFESSIONAL DEVELOPMENT ACTIVITIES.**

Students are required to keep a record of their professional development (PD) activities throughout their enrolment in the program. Students should begin recording PD from the time of their enrolment in January or July of their first year, and continue recording PD until they complete Placement III. This record will be based on the APS logbook that all APS members are required to complete. The primary aim is to encourage students to take advantage of relevant professional development activities during their enrolment, to develop an awareness of available professional development activities (such as the APS College of Clinical Psychology seminar series), to network with practicing clinical psychologists, to develop specialist skills not taught within the program, and to record this in a way which is consistent with the records that will be required with APS membership.

Students are required to complete this record on a PD log sheet. (see Appendix B)

Students are required to provide verification of participation in the PD activity (e.g., tax invoice for registration at a conference/workshop/seminar) including documents which show the content of the activity. For any PD activities of a more self-directed nature that cannot be otherwise verified (e.g., self-directed reading, internet-

based learning, etc.) a 'Record of Professional Relevance' form must be completed and a copy of the form is provided in Appendix B

Recording of activities which are a part of their program requirements are not to be recorded (e.g., readings, assignments, presentation). PD activities such as seminars, workshops, conferences and supervised volunteer activities should be recorded.

Any queries regarding the recording of PD should be directed to the Placement Coordinator, LTCOL (Dr) Andrew Cohn (ADF).

## **PSYCHOL 7418 / PSYCHOL 7419 RESEARCH PROJECT I & II**

**Coordinator:** LTCOL (Dr) Andrew Cohn (ADF) Email: [andrew.cohn@defence.gov.au](mailto:andrew.cohn@defence.gov.au)

**Prerequisite:** Evidence-based Practice

Empirically based clinical research projects of direct relevance to the field of Clinical Psychology (Defence) will be pursued under supervision of one or more supervisors appointed by the faculty (at least one of whom shall be a member of the School of Psychology). The research project must take the form of one or more of the following: (College Course Approval Guidelines Dec 2010) as outlined below

- (a) **Research competencies:** The research project for the Clinical Masters degree is designed to equip students with competencies in the review, integration, critical interpretation and evaluation of research (quantitative, qualitative, and meta-analytic studies) in clinical psychology. In addition, the research project should be structured to ensure that students acquire knowledge, skills, and experience in designing and conducting research studies, including in data management, analysis and interpretation.
- (b) **Research scope and outcomes:** The topic of research must be of direct relevance to clinical psychology. A clinical masters research project should meet the following criteria: (i) the size of the project should involve approximately 6 months of full-time student work; (ii) the scientific merit of the research should typically be of a standard that is publishable in a peer-reviewed journal (or would be publishable with some additional work, e.g. larger numbers within a clinical rather than a analogue group). APS Assessors must be provided with titles of research dissertations and theses completed since the APS College course approval assessment and any related publications in peer reviewed journals.
- (c) **Research design:** The research competencies and research outcomes may be achieved by one of several research designs. Acceptable designs include an independent empirical project, the use of pooled data to source individual projects, or program evaluation studies. Single-case studies by themselves will not meet requirements for a clinical Master's project except within a true experimental design when a case series can be subjected to repeated observations to demonstrate valid, statistically and clinically reliable effects.

The length of the project report must be no less than 5000 words.

You are asked to note the following carefully:

- (1) Full-time students should have decided upon a suitable topic for their thesis, found a relevant supervisor, and have prepared a critical review of the relevant clinical psychology literature **before the commencement of the academic year in the second year of the program**. Part-time students not initially enrolled in - the Research Project course should have decided upon a suitable topic by the end of their second year so that they can undertake their research work in the third and fourth years of their program. While it is the student's responsibility to choose a topic, some supervisors are also willing to suggest possible projects. You may also wish to consider linking

your project to one of your placements. Some persons in other Schools and institutions have indicated their willingness to be involved in supervising research and in some cases joint-supervision may be approved. Whenever possible, students should attempt to develop a research project that coincides with the interests of at least one member of staff.

- (2) The process of determining a topic begins with informal consultation with potential supervisors. Greater student independence is expected than in an Honours thesis. After a preliminary decision about supervision has been agreed, the candidate and supervisor will decide upon the general topic, which will be conveyed to the ADF Research Program Coordinator. In the event that an external supervisor is appointed, an internal supervisor will also be appointed, who will be responsible for the overall management of the arrangement.
- (3) Ethical Procedures and viability of the research proposal: All projects require approval by the School of Psychology Ethics Committee and Australian Defence Human Research and Ethics Committee (ADHREC). You will need to prepare a submission to the School Ethics Committee using the required form from the School's website under "Research" outlining your proposed research. Participants in a dependent relationship to the investigator (e.g. patients, students, staff) need especially careful protection, in addition to children and the mentally ill. Also students should always include in their ethics application an explicit statement about how they will protect participants from any harm which might eventuate from participation. In clinical psychology this may relate most to distress caused by interviews or questionnaires about sensitive or personally upsetting topics. Referral advice for example, must be available.

The School Ethics Committee can also be expected to comment on the viability and manageability of the project, including consideration of appropriate access, sufficient time for data collection and for data analysis, although the ultimate responsibility for evaluating the project will lie with the supervisor and the student. Any project potentially involving ethical problems needs to go to the University Human Ethics Committee. (See Appendix D for information on research ethics and practice.)

Students should contact the ADF Research Program Coordinator for guidance on the submission of the ADHREC application.

- (4) Approval is a two-stage process. Following ethics approval you must submit a concise outline of the thesis proposal, endorsed by the supervisor(s), to the ADF Research Program Coordinator for approval. Your concise outline should contain the following information:
  - (i) Title
  - (ii) Aim and rationale of the study.
  - (iii) Method to be used including the design of the study, the approximate number and type of participants required, the equipment necessary, the setting, and the variables to be measured.
  - (iv) How the results will be analysed (e.g. correlation, analysis of variance) so as to relate to the aim.
  - (v) Estimated timetable for the study.
- (5) Data collection must not begin before:
  - (i) Formal enrolment has been completed;
  - (ii) a supervisor has been appointed;
  - (iii) approval of the project, including ethics approval, has been granted.
- (6) It is the student's responsibility to maintain contact with the supervisor throughout the project, keeping the supervisor informed of progress. Before submitting the research project report for examination the student should prepare a draft, submitting this to the supervisor for detailed criticism. The first draft may be submitted in sections, for the convenience of both parties.

- (7) Students must ensure that no copyrighted material (e.g. tests) is included in the research project report, including in Appendices or elsewhere, unless copying has been properly recorded and falls within the current law of copyright. It scarcely needs be pointed out that the University's policy on plagiarism applies. The policy statement is to be found in the Postgraduate Calendar, "General Program Rules".
- (8) Notification of intention to submit: No later than four weeks before the due date for submission, the student should advise the ADF Research Program Coordinator, in writing with endorsement by the supervisor, of intention to submit. An Abstract should accompany this advice.

## Research Project Report

### Due Date

- a) Students commencing their program mid-year will need to submit their research report by mid May of their final semester.
- b) Students commencing their program in January will need to submit their research report by early October of their final semester.

### Format

The format of the Masters Research Project report is a Literature Review plus a related Research Report, the latter in the form of a publishable paper for a specified clinical psychology journal.

By the due date you must submit one complete copy, unbound, but placed inside an A4 envelope, with your/its details on the front. The office will arrange copying and soft binding. If you have pages that need colour printing, you must provide three copies of each colour page, with instructions about where the additional pages need to be inserted in the copies made by the school. The ADF Research Program Coordinator will circulate a Research Report Submission Kit to assist you with this.

*The literature review* will be a critical one which synthesizes existing knowledge in a particular area of clinical psychology, identifies the gaps in it, and ends with a justification of the proposed next steps in research and, where appropriate, hypotheses or expected outcomes. It should be accompanied by an Abstract of 75-100 words and a complete list of references in APA format. The length will be 4,000-5,000 words. The American Psychological Association's Publication Manual (5th edition) contains some advice about the general form of review papers.

The literature review will form the basis of the research proposal for an empirical project carried out in the same area. The due date for this literature review will be negotiated between the student and internal supervisor but will usually be during **the first month** in the year that the student enrolls for the Research Project. In the normal pattern of full-time study this will be the second year, although identification of a topic and supervisor and work on the literature review must begin during the first year, and time has been allocated for that. The internal supervisor will provide feedback about the literature review and also the consequent proposed research project; a satisfactory level of performance will be required before the student can apply for Ethics approval for the project. The literature review **will be worth 30% of the final grade** for the research project and will be **assessed by the examiners on submission with the final report**.

*The Research Report* should identify a scientific journal that the paper could be submitted to, and include a photocopy of its Instructions to Authors/Contributors. The Report's length (usually 5,000-8,000 words), layout, title page preparation and referencing system should be appropriate for that Journal. The author of the examinable Report will be the student, and the student is expected to have written it all, with the help and guidance of supervisor(s) for the conduct of the study and for feedback on a draft of the report. When the paper is finally submitted for publication, the name(s) of the supervisor(s) may be included as co-authors.

Assessment of the Research Report will be undertaken by two examiners, not including the supervisor, who will each provide a mark and grade and a detailed report. **The research report will be worth 70% of the final grade for this subject.** Details of assessment criteria are given in Appendix C. Procedures similar to those for the Honours thesis exist to resolve discrepancies between examiners, to ensure that standards are maintained (including by external audit), and to deal with plagiarism. For the research Report students will prepare a manuscript that could be submitted to a relevant journal that they (in consultation with their supervisor) nominate. The length and formatting of the manuscript should adhere to the specifications prescribed by the target journal, and a copy of the Instructions for Contributors/Authors should be provided for examiners. Please note however, that in order to assist in a fair and comparable assessment process for all students, the minimum word count for the manuscript should be **no less than 5000** words including figures, tables and references. If the journal of your choice has a lower word limit, a note of explanation regarding your awareness of this and action that you would take to meet the journal requirements prior to submission of the final manuscript, must be included with the report. In many cases, the format for the manuscript will follow the American Psychological Association's Publication Manual (5th edition) guidelines. (Note: the Manual also contains hints for students about differences between the dissertation/thesis format and a paper for publication.) **Failure to format and reference appropriately will result in a penalty of up to 5% of marks for the thesis.**

Where issues of intellectual property arise and/or confidentiality is required concerning some aspects of the research project, examiners will be asked before agreeing to accept this role, to agree not to divulge details of results before certain events or dates have occurred.

Although in most cases the Report/Paper will be shorter than a traditional thesis, writing for publication requires advanced skills, which are very valuable for psychologists to acquire. Research findings that do not enter the literature through publication in refereed journals are in a sense lost to the scientific and practice communities. It is hoped that after the examination process has been completed, the student and supervisor(s) will indeed seek to publish the paper in a refereed journal.

#### **Appointment of Examiners:**

The supervisor will discuss examiners who have appropriate expertise in the candidate's field of study with the ADF Research Project Coordinator. So as to protect the confidentiality of examiners and the integrity of the examination process, examiners' names will not be released to the candidate before the completion of the examination process, and only then if examiners agree. However, the student has the right to inform the supervisor beforehand if he/she objects to the appointment of a particular individual.

Examiners will be requested to complete examination in a timely manner. In most cases this will mean that examination of the report is completed in time for the examiners meeting in the relevant semester. If there is unresolvable disagreement between examiners of 7% or more in the mark recommended, a third examiner shall be appointed. (See Appendix C for Instructions to Examiners.)

Students are expected to consult their supervisor(s) after final results are known, with a view to finalising the submission of their research report for publication.

*Final submission of the Research Report* After making any corrections, students are requested to provide one unbound copy of the Research Project specifying the number of copies required and the address of any external supervisor.

#### **Extensions of Time**

On occasion, students may require additional time to complete the research report. A copy of the School guidelines on extensions and the procedures to be followed in the event that you wish to request an extension will be circulated with the Thesis Submission Pack.

## **PUBLICATION AWARD INCENTIVE SCHEME**

The School supports publications based on the research projects of Honours and Masters by coursework students by making a cash award of \$500.00 for a paper published in a peer reviewed journal where the School and University's by-line appears. A time limit of 3 years beyond the examination of the thesis will normally apply, but an extension can be considered. Written application for an award, including editorial proof of acceptance and supervisor's endorsement, should be made to the Convenor of the School's Research Committee. The normal expectation is that publication will involve the supervisor as co-author but that the student will be the first author, reflecting the more substantial contribution to the process. However, there may sometimes be reasons why it is not possible for the student to be first author but where, nonetheless, the student's contribution is substantial (e.g. 40-50% of the work involved). This determination can be made in consultation with the supervisor and, where this is the case, the supervisor should clarify these circumstances when writing to endorse the application. Further enquiries about the award scheme should be directed to the School Manager.

## **GENERAL INFORMATION**

---

### **SCHOOL OF PSYCHOLOGY ETHICS PROFORMA APPLICATION**

This form can be downloaded from the web page located at <http://www.psychology.adelaide.edu.au/students/resource> and then following the Research links.

### **ADHREC APPLICATION**

This form can be downloaded from: <http://www.defence.gov.au/health/research/adhrec/i-adhrec.htm> and then following the Research links.

### **COPYRIGHT**

Copyright rules for the University of Adelaide are governed by a licence administered by Copyright Agency Limited (CAL) and contained in Part VB of the Act, which allows multiple copying. Some of the rules that apply are as follows:

- Books, manuals etc  
10% or one chapter (whichever is the greater)
- Periodical publications (newspaper, magazine, journal, etc)  
One article per issue or more if they relate to same subject matter

Similar limits also apply to the copying of digital originals to either hardcopy or digital. If you are in doubt about the copyright implications of any materials, please contact the Test Librarian.

Psychological Test material – Questionnaires and psychological tests cannot be copied if they carry current copyright ownership. The only time this does not apply is when:

- questionnaires are no longer in print
- if the subjects are visually or intellectually impaired so the questionnaire has to be altered.
- if the questionnaire cannot be guaranteed delivery within 30 days.

When compiling your research project report, any questionnaires used for your research can be added to the appendices.

For further information, The University of Adelaide site is located at <http://www.adelaide.edu.au/staff/copyright>.

The site for the Australian Copyright Council is located at <http://www.copyright.org.au>

## PSYCHOLOGICAL TEST LIBRARY

The test library now holds over 2000 tests which are available for you to look at within the library.

The catalogue (which is located in the Test Library, Room 114) contains an alphabetical listing of all tests in the library. Each test has several details that may help you in deciding whether the test will be appropriate to your research. You can also search electronically for these tests at

<http://www.adelaide.edu.au/psychology/students/resource/>

**SPECIMEN SETS** of all (except the very large) tests listed in the catalogue have been placed in alphabetical order in the filing area of the large compactus within the test library. These specimen sets are available for study in the test library but they **may not be borrowed**.

**PUBLIC DOMAIN TESTS** These are tests within the library that can be reproduced. They can be found in journal articles, sourcebooks, compendiums, and portfolios. These tests cannot be borrowed overnight but can be removed from the library for up to 15 min for photocopying.

**TESTS AVAILABLE FOR BORROWING** can be found within the compactuses in the library. Bays and their shelves have been numbered and these numbers are listed in the catalogue under *Location*.

While the test collection is now a comprehensive one, it is likely that some tests required for research/teaching/diagnostic purposes will not be represented.

Potential borrowers should bear in mind that tests not available through companies within Australia may take upwards of three months to obtain from overseas.

**NEW TESTS** and revisions of old tests are constantly being added to the test library. **REQUESTS** for such tests are welcome and should be directed to the Test Librarian. They will be added to the collection as funds permit. Notice of tests missing from the library or incomplete tests or mistakes in the catalogue should also be directed to the Test Librarian.

**COPYRIGHT** Most of the tests in the library (except public domain) are bound by copyright regulations. **NO** forms, score sheets, questionnaires etc may be copied for any reason. Special circumstances apply to using questionnaires for teaching. 10% of a manual may be copied when needed. Any questions can be directed to the Test Librarian.

Copies of this catalogue are kept in the test library, and by the Test Librarian and Neil Kirby.

## BORROWING PROCEDURE

The only **PEOPLE PERMITTED TO BORROW TESTS** from the test library are members of staff, Honours, Masters and Post-Graduate students and trainee psychologists being supervised by members of staff. All members of staff and students are required to complete a form before they may borrow tests. Former students, psychologists and other people who have no teaching, research or supervision involvement with the School of Psychology are not permitted to borrow tests or have access to the test library.

All tests should be **RETURNED** to the School's General Office (level 4) on completion of use. **TEST RETURN FORMS** must be completed when the test is returned. Otherwise the borrower may still be liable for an unreturned test.

The **PERIOD OF THE LOAN** is negotiable within the year in which the test is borrowed but it should in most cases be in terms of days or weeks. Every effort should be made by borrowers to return tests as soon as possible as there is considerable demand for many of the tests and the library has only single copies of some tests. **Please note that if a borrower has a test on loan beyond the due date of return, s/he will be unable to borrow further test materials until the original test is returned.** The period of loan must not exceed October 31st of the year in which the test is borrowed. All tests must be returned by that date to allow stocktaking to occur.

Most tests are available for loan in test sets or kits: **manuals for these tests must not be borrowed separately** as this not only leads to the loss of manuals but it also inconveniences borrowers who find they have taken out a test without a manual in it.

All test material borrowed must be signed for. Under no circumstances are students permitted access to test material that is not directly relevant to either program work or to an approved research project.

## **REPRESENTATION IN SCHOOL OF PSYCHOLOGY GOVERNANCE**

The major committee established to advise the Head in all matters relating to students within the School is the Staff Student Consultative Committee (SSCC). This committee is made up of two representatives from each year level, including masters and is convened by a student who is elected at the first meeting. Elections for the two student members take place at the beginning of the academic year.

The second form of representation is through the Teaching and Learning Committee; which also includes the Program Coordinators for all Master of Psychology programs as well as the Undergraduate coordinators and the convener of the SSCC. The School also requires a postgraduate student to represent students on the OH&S Committee.

The School Committee consists of all members of academic and professional staff and one elected representative from among their number by the undergraduate and postgraduate groups associated with the School.

Note also that the membership of the Masters Program External Advisory Committee (MAC) includes a current student.

## **ASSESSMENT POLICY**

Assessment Policy in the School allows for flexibility in assessment procedures and for consultation with program participants on assessment matters.

The School has adopted the following policy for assessment in the Master of Psychology:

1. That responsibility for the forms of assessment in the program rests with the Course and Program Coordinator.
2. That assessment procedures be consonant with the University's policy principles on assessment. These are currently set out in the Student Guide. Assessment formats for all courses in the program will be ratified after due consultation with staff members who provide those courses and with the students concerned. An opportunity will be made for possible forms of assessment to be discussed with the students in the first two weeks of any course.
3. Staff members responsible for coordinating courses in the program are expected to provide information about assessment in provisional format in the Program Handbook.
4. The format emerging from consultation between staff and students should be conveyed by the Program Coordinator.
5. Any changes to the format shall be conveyed in writing to the students.
6. The student representatives of the Master of Psychology program on the Teaching and Learning Committee shall be invited to be present at discussion of assessment issues relating to the program.

## **ASSESSMENT PROCEDURES**

The School has also adopted the following procedures regarding assessment (other than of the research project report and of placements):

1. The School makes provision for student anonymity in the grading of examination products from fourth year and above.
2. Wherever possible, no individual student's final mark for any course should be determined in its entirety by only one examiner. Where double marking is necessary in an examination, at least some component of the materials submitted for examination should be marked by a second examiner, for all students in the course.
3. The selection of a second examiner would normally be on the advice of the examiner for that course, although in principle it is the Program Coordinator's responsibility to appoint a second examiner. Such examining is done independently, but with discrepancies resolved by mutual discussion, so that only one set of marks should be communicated to the Program Coordinator.
4. At least one examiner of the course must be internal to the School.
5. All examiners should be available for the examiners' meeting.

## CRITERIA FOR ASSIGNMENT AND REPORT GRADES

The School of Psychology follows the grading system used by the University. Grades are awarded as follows:

High Distinction (85% or more):	Outstanding or exceptional work in terms of understanding, interpretation and presentation.
Distinction (75-84%):	A very high standard of work that demonstrates originality and insight.
Credit (65-74%):	Demonstrates a high level of understanding and presentation and a degree of originality and insight.
Pass (50-64%):	Satisfies the minimum requirements.

## SUBMISSION OF WRITTEN WORK

Most assessment within the program is by way of take-home assignments. To safeguard yourself and to avoid misunderstanding, please ensure that you keep a copy of any work that you submit. Arrangements for the submission of assignments will be promulgated by the course coordinator(s) at the commencement of the course. Dates for the submission of material, once decided in consultation with the class, are not negotiable, except where exceptional circumstances beyond the student's control are involved. Requests for extensions on compassionate, medical reasons or service related reasons should be made to the course coordinator(s) and should be supported by your immediate ADF supervisor by email. Requests for extensions on other than medical grounds must be made at least a fortnight before the submission date - unless unforeseen circumstances intervene.

**N.B.** Penalties apply for late submission of written work where extensions have not been negotiated. School Policy is that 5 percent of the maximum possible mark per working day will be deducted.

In the case of work where only a satisfactory/unsatisfactory grade is given, the lecturer concerned has discretionary power to accept, or not, products handed in after the negotiated date for assessment toward successful completion of the course concerned.

It is also School Policy that all written products will normally be returned to students within a month at the latest after submission.

To use quotations, paraphrasing, referencing and attribution in accordance with accepted academic conventions and with any explicit instructions given by the assessor.

Plagiarism of the work of others is treated with extreme seriousness by the University.

## COMPLAINTS

It is preferable in the first instance to approach the person concerned. The University is committed, wherever possible, to resolving complaints at the local level. This means that you should attempt to resolve complaints with the person responsible for the service the complaint is about. This person will usually be the Course Coordinator(s) or, where necessary, the Program Coordinator. You can obtain further information on making a complaint from the University's webpage <http://www.adelaide.edu.au/student/policies/complaints/> or from the pamphlet "Making Complaints", which is available from the School's General Office.

This includes any personal interactions that may cause you anxiety or embarrassment. Information on dealing with this can be found at [http://www.adelaide.edu.au/hr/equity/fair\\_treatmt/](http://www.adelaide.edu.au/hr/equity/fair_treatmt/)

## COPYING FACILITIES

When students are attending learning activities at the University of Adelaide they are expected to meet the expense of photocopying materials, either by using the Barr Smith Photocopying Service or by reimbursing the School Office for using School machines and paper. In order to use the School copier students can use their Student ID for a PIN number. At the end of the year the number of copies associated with each PIN number will be read from the photocopier and a charge of **6 cents** per page will be charged to each

individual. When a supervisor considers that the material to be copied is essential for research purposes (such as the photocopying of stimulus materials, tests, and questionnaires) the copies will be made without charge. In such cases the School copying machines may be used, by arrangement with the School Office. Students must complete a photocopying request form (available from the General Office) in such cases.

## **MYUNI AND STUDENT EMAIL**

Students should become familiar with MyUni, our online course management system ([www.myuni.adelaide.edu.au](http://www.myuni.adelaide.edu.au)), as lecturers will be using it to communicate announcements to students. MyUni also contains a student email facility, and this will be used by the School to communicate with you. Your address will be [firstname.lastname@student.adelaide.edu.au](mailto:firstname.lastname@student.adelaide.edu.au).

If you wish to receive such communications on your home or work email, you can arrange to have mail forwarded through [http://www.adelaide.edu.au/its/webmail/userguide/vacation\\_fwd.html#forward](http://www.adelaide.edu.au/its/webmail/userguide/vacation_fwd.html#forward)

You should be aware that if information has been posted on MyUni or sent to your student email address, it will be assumed that you have read it.

## **PASSWORDS**

If you have forgotten or you wish to change your password please go to the following site <http://www.adelaide.edu.au/its/accounts/password/>

## **THE BARR SMITH LIBRARY**

You will find that Library research and reading will be an essential part of your program of study. To help you find your way around the Library and its collections, there are a number of services provided. Maureen Bell is the Course Librarian for Psychology and she can help you find material for tutorials, essays, etc. Please feel free to ask for help. Her telephone number is 8303 5214 and her email address is [maureen.bell@adelaide.edu.au](mailto:maureen.bell@adelaide.edu.au).

You can also seek assistance at the Information and Reference desk or check the Psychology Internet resources at <http://www.adelaide.edu.au/library/guide/med/psychol/>

If you are unfamiliar with the Library, make sure that you attend the general library tours during Orientation Week.

## **APS STUDENT SUBSCRIPTIONS**

Students may become student subscribers of the Australian Psychological Society. Application forms are available on the Internet from the APS website at [www.psychology.org.au](http://www.psychology.org.au). Early application is advisable because of the delays that occur in processing applications.

## **PSYCHOLOGY STUDENTS ASSOCIATION**

PSA is a student society for psychology students at the University of Adelaide. Membership is open to anyone who wants to join, and is obtained by paying a small annual fee. The society currently has both undergraduate and postgraduate members, along with students of other disciplines, non-students, and even a few lecturers and School staff.

The society aims to raise awareness of Psychology as a discipline, provide services to the student body and act as a social club. Previous activities include sausage sizzles, a pub-crawl, and a series of seminars.

The PSA AGM will be held early in Semester 1, and prospective members are welcome to come and sign up, offer suggestions, or even run for office.

You can contact the PSA at [PsychStudentsAssoc@gmail.com](mailto:PsychStudentsAssoc@gmail.com)

## **HEALTH, SAFETY AND WELLBEING (HSW)**

Under the South Australian Occupational Health, Safety and Welfare Act, 1986, students have a responsibility to work safely, taking reasonable care to protect their own health and safety and that of other students and staff. Specific responsibilities are outlined in the University's Health, Safety and Wellbeing Policy. You can obtain further information from the Health Safety and Wellbeing homepage <http://www.adelaide.edu.au/hr/ohs> The School's Health & Safety Officer Lynda Klopp will give you a brief induction at the commencement of your enrolment.

## **FURTHER INFORMATION**

If there is anything further you wish to know that is not covered in this handbook, please feel free to consult LTCOL Dr Andrew [andrew.cohn@defence.gov.au](mailto:andrew.cohn@defence.gov.au) or Dr Jane Mortimer [jane.mortimer@adelaide.edu.au](mailto:jane.mortimer@adelaide.edu.au)

# APPENDIX A: PROGRAM RULES MASTER OF CLINICAL PSYCHOLOGY (DEFENCE)

## Master of Clinical Psychology (Defence)

### 1 Duration of program

- 1.1 Except with the permission of the Faculty, the courses of study and the dissertation shall be completed in not more than two years of full-time study or four years of part-time study.
- 1.2 A student whose work on the Program is interrupted for a reason acceptable to the Executive Dean may be granted an intermission of candidature by the Head of School of Psychology on behalf of the Faculty. If such an application is approved the maximum period specified in clause 1.1 will be adjusted accordingly by adding the length of the intermission. Defence students may be required to deploy overseas with little or no notice and this should be taken into account by the head of School when making these deliberations.

### 2 Admission

- 2.1 An applicant for admission to the program of study for the Degree of Master of Clinical Psychology (Defence) shall have qualified for an Honours Degree of Bachelor, with Honours in Psychology, of the University of Adelaide or for an Honours degree of another institution accepted for the purpose by the University (preference for a minimum of upper second class Honours (2A); OR a three year sequence of study plus a supplementary Australian Psychology Accreditation Council accredited fourth year). An exception to this Standard may be made for currently registered psychologists who can demonstrate current compliance with Registration Board Professional Development requirements. To be eligible for admission to the program applicants must be an Australian Defence Force psychologist (including members of the ADF reserves). Commonwealth Department of Defence employed psychologist or a contracted health practitioner (psychologist) in the Joint Health Command. Applicants will also be accepted from Defence members who aspire to be psychologists within Defence.
- 2.2 Status, exemption and credit transfer  
The courses offered through Defence (PSYCHOL 7401EX or PSYCHOL 7406EX) will be granted status as part of the Master of Clinical Psychology (Defence) The Faculty may grant such status for other studies undertaken in the University or other institutions in any course as it may determine up to a maximum of 6 units, provided that any such course has not been presented for another degree.

### 3 Assessment and examinations

- 3.1 There shall be one of two systems of classification of pass in individual courses for the Master's degree: either Non-Graded Pass; or Pass with High Distinction, Pass with Distinction, Pass with Credit, and Pass.
- 3.2 On completion of the Research Project the student shall lodge with the School a copy of the dissertation prepared in accordance with directions given to students from time to time. No dissertation or material presented for any other degree within this or any other institution shall be submitted.
- 3.3 Two examiners of the Research Project will be appointed by the head of School and the ADF. Both examiners will normally be internal to the School and the ADF but not include the student's supervisor.
- 3.4 Review of Academic progress
  - 3.4.1 A student who fails a course and desires to take the course again shall again attend lectures and/or on-line sessions and satisfactorily do such written and practical work as the teaching staff concerned may prescribe.
  - 3.4.2 A student who has twice failed a course may not enrol for that course again except by special permission to be obtained in writing from the Faculty and then only under such conditions as may be prescribed.
  - 3.4.3 Attendance is required for at least 80% of the sessions in any intensive face to face delivered course. A student who fails this requirement will not be eligible for examination unless there are extenuating circumstances.
  - 3.4.4 If in the opinion of the Head of the School of Psychology a student for the degree is not making satisfactory progress, the Faculty may, with the consent of the Council, terminate the candidature and the student shall cease to be enrolled for the degree.

#### 4 Qualification requirements

4.1 Unless exempted by the Faculty, all students will satisfactorily complete a total of 48 units. This will include courses to the value of 24 units. Three 9-week periods (of 5 days per week or equivalent) for a total of 1000 hours of placement in different facilities/agencies within Defence offering psychological services approved by the Head of the School of Psychology and Director of Mental Health. These placements will be to the value of 12 units. Finally, a two-part Research Dissertation to the value of 12 units.

4.2 In the normal pattern of study, students enrolled on a full-time basis will complete six courses and two placements during their first year

PSYCHOL 7401EX or

PSYCHOL 7406EX

PSYCHOL 7402

PSYCHOL 7403

PSYCHOL 7404

PSYCHOL 7407

PSYCHOL 7408

and one placements

PSYCHOL 7412

During second year, they will complete two courses:

PSYCHOL 7405

PSYCHOL 7409

two further placements

PSYCHOL 7413

PSYCHOL 7417

and the research project

PSYCHOL 7418

PSYCHOL 7419

Students may wish to consider linking the research project to one of the placements. For the suggested pattern of study for students enrolled on a part-time basis, see the program handbook.

4.3 Academic program

Unless exempted by the Faculty of Health Sciences, every student for the degree shall satisfactorily complete the following components: (exception – PSYCHOL 7401EX ROBC is only available for candidates from the Australian Army unless authorised by the Director of Mental Health. Students from other Services or Defence Civilians or Joint Health Command contracted health practitioners will complete PSYCHOL 7406EX Mental Health Support on Operations as an alternative)

##### 4.3.1 Courses

PSYCHOL 7401EX Regimental Officer Basic Course (ROBC) .....3

or

PSYCHOL 7406EX Mental Health Support on Operations.....3

PSYCHOL 7402 Evidence-based Practice .....3

PSYCHOL 7403 Psychological Assessment .....3

PSYCHOL 7404 Clinical Disorders in Adults & Children .....3

PSYCHOL 7421 Advanced Child & Adult Intervention .....3

PSYCHOL 7407 Interviewing and intervention .....3

PSYCHOL 7408EX Mental Health Disaster Management.....3

PSYCHOL 7409 Neuropsychology and Disability.....3

#### **4.3.2 Placements**

PSYCHOL 7412 Placement 1 .....	3
PSYCHOL 7413 Placement 2 .....	3
PSYCHOL 7417 Placement 3 .....	6

#### **4.3.3 Research Project**

PSYCHOL 7418 Research Project I .....	6
PSYCHOL 7419 Research Project II .....	6

#### **4.4 Unacceptable combinations of courses**

No candidate will be permitted to count towards an award any course, together with any other course, which, in the opinion of the Faculty concerned, contains a substantial amount of the same material; and no course or portion of a course may be counted twice towards an award.

#### **4.5 Graduation**

Subject to Chapter 89 of the Statutes, candidates who have satisfied the requirements for any award of the University shall be admitted to that award.

#### **5 Special circumstances**

When in the opinion of the relevant Faculty special circumstances exist, the Council, on the recommendation of the Faculty in each case, may vary any of the provisions of the Academic Program Rules for any particular award.

# APPENDIX B: RECORDING OF PROFESSIONAL DEVELOPMENT

---

## RECORD OF PROFESSIONAL RELEVANCE



Name: \_\_\_\_\_

Type of activity: \_\_\_\_\_

(e.g. reading, audio-visual)

Title of activity/resource: \_\_\_\_\_

Name of presenter/author/website: \_\_\_\_\_

Date activity completed: \_\_\_\_\_

Duration of activity:

Please give a brief outline of the content of the activity:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Briefly explain how this activity was relevant to your professional development:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

# PROFESSIONAL DEVELOPMENT LOG SHEET

Name: \_\_\_\_\_ This is a modified version of the Australian Psychological Society PD Log Sheet

Date	Title of Activity	Duration	Activity Type

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Duration:** e.g., 2 hours, half a day, full day, etc

**Activity Type:** seminar, lecture series, conference, workshop, supervision, video club, etc

**Note:** For any PD activities of a more self-directed nature that cannot be otherwise verified (e.g., self-directed reading, internet-based learning, etc.) a "Record of Professional Relevance" form must be completed.

## APPENDIX C: INSTRUCTIONS FOR EXAMINERS

---

Master of Clinical Psychology (Defence)

Research Project PSYCHOL 7418/7419

Examination of the Report

**Student Name:**

**Report Title:**

**Date of Distribution:**

**Return date:**

### Instructions to Examiners

The Research Project accounts for 32% of the assessment weight within the Master of Clinical Psychology (Defence), and students are expected to spend about seven months full time equivalent on it. APAC specifies that a student must be involved in all stages of the project, from design through data collection to analysis and write-up. Thus a Research Project cannot be based on secondary data alone.

In the first stage of the Masters Research Project, students are required to produce a **critical review of the literature** relevant to their chosen topic within clinical psychology. The literature review will be a critical one which synthesizes existing knowledge in a particular area of clinical psychology. It should identify the gaps in the literature and end with a justification of the proposed next steps in research and, where appropriate, hypotheses or expected outcomes. It should be accompanied by an Abstract of 75-100 words and a complete list of references in APA format. The length should be 4,000-5,000 words. This review must include a rationale for the empirical study that they are proposing to conduct on the chosen topic. **The literature review is worth 30% of the overall result.**

The accompanying **Research Report based on an empirical study** has been prepared in the format of a publishable journal article. Students have been asked to nominate a target journal and write up their Report so as to conform to the content and style requirements (including word-length) of that journal. They are aware that the Report will be assessed by two independent examiners, who will prepare separate evaluation reports (as do the reviewers of a manuscript submitted for journal publication). **The Research Report is worth 70% of the overall result.**

It is not an essential requirement that the student's report of their research project should be immediately publishable, although it is hoped that this will be the outcome in many cases. The School of Psychology does recognise that there may be reasons why an otherwise well conceived, designed and executed study may not be ready for publication; for example, further data may need to be collected in order to establish the robustness of the results so far obtained. It should be possible, therefore, for a well-written Report based on such a study to be awarded a high grade by its examiners. Sometimes studies will have lower numbers of participants than is desirable. If this is the case students should not be penalised as long as they discuss adequately power and effect sizes.

Examiners should evaluate the Report in terms of both its content and organisation. Some questions, adapted from the *Publication Manual of the American Psychological Association* (5<sup>th</sup> ed.), may be helpful in this regard:

- Is the topic appropriate for the journal in Psychology or Mental Health that the student has suggested?
- Is the introduction clear and complete?
- Does the statement of purpose clearly and logically orient the reader?
- Are the citations appropriate and complete?
- Is the research question clearly defined, and is the hypothesis explicit?
- Are the conceptualisation and rationale perfectly clear?

- Is the method clearly and adequately described? In other words, can the study be replicated from the description provided in the paper?
- If observers were used to assess variables, is the inter-observer reliability reported?
- Are the techniques of data analysis appropriate, and is the analysis clear? Are the assumptions underlying the statistical procedures clearly met by the data to which they are applied?
- Are the results and conclusions unambiguous, valid, and meaningful?
- Is the discussion thorough? Does it stick to the point and confine itself to what can be concluded from the significant findings of the study?
- Is the paper concise?
- Is the manuscript prepared according to APA style or appropriate to the journal specified? Note that a penalty of up to 5% of marks should be applied for incorrect formatting.
- Is there a thorough review of the appropriate literature?

The University of Adelaide has specified the range of marks corresponding to different assessment grades. These are shown below, together with a brief verbal description that we have added as a guide for students and examiners. Examiners are asked to apply this grading scheme to the Report(s) that they have been given to examine. In doing so, the questions indicated above may serve as a useful guide, while the likely complexities and constraints involved in conducting clinically relevant research of this kind should also be borne in mind.

We would ask that you **return the student's Report and your separate examiner's marks for the literature review and the manuscript and comments** on them within three weeks to the School's General Office, School of Psychology, and The University of Adelaide. Please ensure that your remarks provide a balanced appraisal of the strengths and weaknesses of the work submitted by the student, and not just a one-sided perspective. Your assessment report will be shown to the student as well as to the internal supervisor. If you wish, you may ask that your identity remains confidential.

Thank you very much for assisting with this component of the training of psychologists within our School and the ADF.

LTCOL (Dr) Andrew Cohn (ADF), Dr Jane Mortimer (AU), and Mr Roger Glenny (CMVH).  
Master of Clinical Psychology (Defence) Research Project Coordinators

Please see Criteria for assessment grades below for Masters Research Reports.

### **Thesis Criteria for Master of Clinical Psychology (Defence) Research Projects**

#### Highest Distinction: 90-100

This is an outstanding thesis that shows clear evidence of original and independent thought. The writing is clear and concise, the presentation is of a high standard, and there are no shortcomings. It demonstrates excellence in the conceptualisation of the project, and unquestionable competence in its execution. There is a clear theoretical framework, an understanding of the literature leading to the derivation of hypotheses, the use of rigorous or innovative methodology, and a mastery of statistical or qualitative analytical methods. There is a capacity to discuss the results in an analytic manner and skilful treatment of any unexpected or inconsistent results, a recognition of any limitations in the methodology, and an integration of the findings with the theoretical framework in the introduction. The level of original, critical and creative thinking, and its sophistication make it clearly the best work that can be expected in a coursework Masters thesis.

#### High Distinction 85-89 range

The thesis is similar to the above, but with some trivial weaknesses. Errors of understanding or analysis are non-existent or trivial. It has the same qualities of imagination, command of the problem, and competence of execution, but with less originality of thought. Limitations of design or procedures are recognised by the student and remedies are suggested. There is a clear grasp of the problem and its issues, and competence in the execution of the project. The thesis is characterised by clarity of exposition, critical insight, and analytical thought of a substantial level of conceptual complexity. There will be evidence of

originality in the conceptualisation of issues and/or the interpretation of the results. The writing is clear and concise, although there may be some minor weakness in presentation.

#### Distinction 80-84

The thesis is generally excellent, presents a clear argument, and is well written. The sections fit together to form a coherent, well-argued whole. The analyses are appropriate, well carried out and well interpreted. There is less evidence of originality of thought than shown by the higher gradings. Some parts of the thesis are excellent, and any shortcomings are minor.

#### Low Distinction 75-79

The thesis provides evidence of competence in handling the research project, but there is less evidence of originality or independent thought, and a less inspired grasp of the issues or methods. There is sound, thorough, and clear treatment of all aspects of the problem, and no serious flaws in knowledge, comprehension, or application. The thesis is generally sound and well written, with well-structured arguments leading to a development of the hypotheses, appropriate methodology and analysis, and an accurate interpretation of the results.

#### High Credit 70-74

The thesis demonstrates competence in handling the research project, and there is adequate treatment of all phases from identification of the problem to the interpretation of the results. There may be minor errors in understanding the issues, in the data analysis, or in the interpretation of the results. The writing is generally competent, but there may be a tendency to fail to grasp the full implications of the argument or the results.

#### Low Credit 65-69

The thesis is competent in most respects, and there is adequate or near-adequate treatment of all phases of the project. The hypotheses are developed appropriately, the methodology and analysis of results are suitable for the project, and there is an accurate interpretation of the results. The writing is clear, but may be mundane. There may be some errors or omissions in the execution of the project or in the reporting or argument. Some analyses may be inappropriate, or the rationale of the study may not be completely clear. The student may not have recognized or addressed some serious problems.

#### Pass 55-64

The thesis meets the basic requirements for the conduct and reporting of psychological research, although there may be clear inadequacies in the handling of one or more phases of the project, or in understanding of the rationale and implications for the project. There may be critical misconceptions, inconsistencies, or omissions in one or more areas, or poor organization, or misinterpretation of results, or inability to recognize the limitations of the methodology. These misconceptions are such that they do not affect the basic thrust of the thesis or its conceptual impact.

#### Low Pass 50-54 with recommendation of major corrections to the satisfaction of the examiners

The thesis has some serious faults which require correction before it could be assessed as satisfactory or better. It may contain misconceptions, inconsistencies, omissions, or unrecognised deficiencies in methodology, or serious omissions and misinterpretation in the analysis and lack of integration with the theoretical framework, or the literature review may be very simplistic or limited. However it is possible for the examiner to specify clearly how the thesis should be revised in order to obtain a better mark.

The student will be invited to make these changes and re-submit before the mark is finalised. If the student declines that opportunity the mark in the 50-54 range will stand.

#### Fail

The thesis cannot be considered as a serious attempt to complete the basic requirements of a coursework Masters thesis. Evidence may be lacking that there was a suitable project, that it was conducted adequately, or that an appropriate literature review was undertaken. There may be major problems in conceptualisation or execution, or in ability to present arguments coherently and with clarity.

**Please note that, in accordance with School policy, re-submitted reports of research projects will not receive a grade greater than Pass.**

## APPENDIX D: RESEARCH ETHICS AND PRACTICE

---

Students and research supervisors are required to comply with the National Statement on Ethical Conduct in Human Research (2007) (National Statement). It consists of a series of primary guidelines for researchers, Human Research Ethics Committees (HRECs), and organisations, which are made in accordance with the National Health and Medical Research Council Act 1992. It can be downloaded as a pdf, and is available online at <http://www.nhmrc.gov.au/publications/synopses/e72syn.htm>

Additional useful information on research ethics and practice (including authorship, intellectual property, etc) is available in the University of Adelaide's Research Student Handbook, which can be downloaded from: [http://www.adelaide.edu.au/graduatecentre/forms/rs\\_handbook\\_2007.pdf](http://www.adelaide.edu.au/graduatecentre/forms/rs_handbook_2007.pdf)

The School of Psychology Human Ethics Subcommittee proforma for applying for approval is available at <http://www.adelaide.edu.au/psychology/docs/ethics/ethicsproforma.pdf>

The Australian Defence Human Ethics Committee (ADHREC) proforma for applying for approval is available at <http://www.defence.gov.au/health/research/adhrec/i-adhrec.htm>

## APPENDIX E: CLINICAL ETHICS AND PRACTICE

---

Students and clinical supervisors are required to comply with all state and national legislation, including OHSW and mandatory notification legislation.

They must also comply with the APS Code of Ethics (updated September 2007, available to APS members and student members) and the National Practice Standards for the Mental Health Workforce (which can be downloaded as a pdf from <http://health.gov.au/>).

## ACADEMIC HONESTY & ASSESSMENT OBLIGATIONS POLICY

---

### OVERVIEW

This policy sets out the obligations of coursework students when undertaking assessment tasks, including examinations, particularly the obligation of academic honesty.

The policy supports the following Graduate Attribute in the University's students: "An awareness of ethical, social and cultural issues within a global context and their importance in the exercise of professional skills and responsibilities".

### SCOPE

This policy applies to all students who are enrolled in a University of Adelaide course or courses which can or do form part of a University of Adelaide coursework program.

Students enrolled in courses at other institutions are covered by the equivalent policies of their enrolling institution, even if the teaching and/or marking is provided by the University of Adelaide.

The University's approach to assessment and the principles and procedures which must be followed by academic staff when setting and marking assessment are contained in the University's Assessment for Coursework Programs Policy.

Academic dishonesty in higher degree by research programs is dealt with under the Responsible Conduct of Research Policy.

### PRINCIPLES

- a. Assessment is an aid to learning and involves obligations on the part of students to make it effective.
- b. Academic honesty is an essential component of teaching, learning and research and is fundamental to the very nature of universities.
- c. Academic writing is evidence-based, and the ideas and work of others must be acknowledged and not claimed or presented as one's own, either deliberately or unintentionally.

## 1. GENERAL ASSESSMENT RESPONSIBILITIES

### Responsibility: Each individual student

Assessment has maximum effect when:

- a. you prepare and plan adequately for assessment tasks: the Course Profile for each course you are enrolled in will include details of all assessment tasks and their weighting. You should plan ahead to ensure you meet all assessment deadlines.
- b. you obtain early advice and assistance if you know that disabilities or unexpected circumstances have the potential to affect your ability to meet assignment deadlines or examination requirements: see the Course Profile and [Alternative Arrangements/Supps Policy under development] for more information.
- c. you familiarise yourself with course objectives, assessment standards, mark and grade schemes and grade descriptors: course objectives and assessment standards are contained in the Course Profile for each course you are enrolled in.
- d. you learn and apply the scholarly academic conventions for evidence-based, academic writing associated with the disciplines you are studying, including appropriate citing and referencing. Assistance is provided through Faculty and School handbooks, course reading materials and from University websites, including at the Centre for Professional Learning and Development.

## 2. ACADEMIC HONESTY

### Responsibility: Each individual student

All academic dishonesty is unacceptable. You must not submit for assessment any examination or piece of work that has been completed dishonestly, including through any of the means described below.

Work includes words, music, computer code, data, calculations, artistic and architectural works, photographs, film, video, digital or electronic media designs or ideas.

#### 1.1 Examples of academic dishonesty in assessments other than examinations

For assessments other than examinations, examples of academic dishonesty include, but are not limited to, the following:

##### a. Plagiarism, which includes:

- i. presenting work that is not your own in any format, without appropriate attribution or reference to the original source
- ii. paraphrasing or copying work that is not your own, without due acknowledgement by way of reference to the original work
- iii. adopting the ideas of others, or the structure of an existing analysis, without due acknowledgement by way of reference to the original source.

The work of others may be submitted only when use of the work is appropriate and duly acknowledged.

##### b. Collusion, which includes:

- i. inappropriately assisting other students in the production of an assessment task
- ii. accepting inappropriate assistance in the production of an assessment task
- iii. submitting work which is the same or substantially similar as another student's piece of work for the same assessment task.

Work created with the assistance of others may be submitted only when the Course Coordinator has given prior permission for joint or collaborative work to be submitted, as specified in the Course Profile.

##### c. Cheating, which includes:

- i. submitting any fabricated or falsified data or results of laboratory, field or other work as if they were genuine
- ii. submitting a piece of work with the intention of deceiving the assessor about your contribution to the work
- iii. submitting a piece of work written or answered for you by another person or which you have copied from another person
- iv. submitting the same or substantially similar or substantially the same piece of work for assessment in two different courses, except in accordance with approved study and assessment schemes
- v. falsely indicating that you have been present at an activity where attendance is required
- vi. completing an assessment task outside the conditions specified for that task.

#### 1.2 Examples of academic dishonesty in examinations

For examinations, examples of academic dishonesty include, but are not limited to, the following (and include attempting to do any of the following):

- i. Cheating in any form
- ii. Doing anything to gain an unfair or illicit academic advantage in an examination
- iii. Sitting any examination on behalf of another student
- iv. Permitting another person to sit an examination on your behalf
- v. Reading, copying from or otherwise using another student's work in an examination
- vi. Knowingly allowing another student to read, copy from or otherwise use your work in an examination
- vii. Possessing, referring to, or having access to any material or device containing information directly or indirectly related to the subject matter under examination, other than that explicitly approved by the Course Coordinator; or bringing to the examination any materials in breach of clause 4.3.c.
- viii. Communicating in any way with any other student or person inside or outside the examination venue, other than an examination supervisor
- ix. Assisting any other student in an examination, either directly or indirectly
- x. Accepting assistance from any person other than an examination supervisor, either directly or indirectly
- xi. Acting in breach of clause 4.3.d.

### **1.3 Allegations and penalties for academic dishonesty**

2.3.1 All allegations of academic dishonesty will be dealt with (and penalised where substantiated) in accordance with the Academic Dishonesty Procedures. A summary of the penalties which may be applied under these procedures is as follows:

- a. If a case of academic dishonesty is determined to be the result of genuine misunderstanding, the penalty may be:
  - i. a deduction of up to 10% of marks for inappropriate referencing or unfair academic benefit (if the work has been marked), or
  - ii. a mark or re-mark of the work as it stands, taking into account the inappropriate referencing and/or unfair academic benefit, or
  - iii. a requirement that the student re-write with appropriate referencing and re-submit the work, or (if the assessment task was an examination) to sit a supplementary examination.

The student will also:

- i. receive a written warning that subsequent breaches will not be treated as the result of a misunderstanding, AND
  - ii. have the warning recorded in the Faculty Academic Dishonesty Register maintained by each Faculty's Associate Dean (Learning and Teaching) or equivalent, AND
  - iii. be directed to appropriate education resources to improve their academic skills, such as referral to the Centre for Learning and Professional Development.
- b. Where it is determined that there is no misunderstanding, the penalty for the first formal breach is:
    - i. a mark of zero for the assessment task, AND
    - ii. a record in the Central University Academic Dishonesty Register.If it is determined that there are extenuating circumstances, the decision-maker may permit the student:
    - i. to re-submit the task, or (if the assessment task was an examination) to sit an additional examination and may also
    - ii. limit the mark for the re-submitted assignment or resat examination to no more than 50% of the maximum possible mark for the assessment task.
  - c. The penalty for a second formal breach is:
    - i. a mark of zero for the assessment task, AND
    - ii. a Fail for the course, AND
    - iii. a further record in the Central University Academic Dishonesty Register.
  - d. The penalty for any subsequent formal breach is:
    - i. a mark of zero for the assessment task, AND
    - ii. a Fail for the course

AND the matter may be referred to the Deputy Vice-Chancellor and Vice-President (Academic) for further action in accord with the Rules for Student Conduct. This may result in a penalty of suspension or expulsion from the University and/or a fine.

2.3.2 Where the student's alleged behaviour is of a kind that prejudices the interests of other students or the integrity of the assessment scheme itself, the breach may be referred to the Deputy Vice-Chancellor and Vice-President

(Academic) for action in accord with the Rules for Student Conduct. This may result in a penalty of suspension or expulsion from the University and/or a fine, in addition to a mark of zero and/or a Fail for the course.

### 3. ADDITIONAL OBLIGATIONS FOR SUBMISSION OF ASSIGNMENTS

Responsibility: Each individual student

- a. You must include the completed assessment cover sheet, in the format specified for your course, that certifies that the work is your own and that all cited works have been acknowledged.
- b. You must submit your assessment task in accord with the specified deadline, format and lodgement instructions, except as provided in the [Alternative Arrangements/Supps Policy under development]
- c. Penalties for late or incorrect submission, or for inaccurately stating the word count of the submitted assignment, may be applied as specified in the relevant Course Profile.
- d. Deliberate attempts to deceive about lodgement times or word count will result in a penalty of a mark of zero for the assignment.

### 4. ADDITIONAL OBLIGATIONS FOR EXAMINATIONS

Responsibility: Each individual student

#### 4.1 Examination timetable

- a. You must be available during the Examination Periods listed in the Academic Year Dates each year.
- b. You are responsible for ascertaining the times and venues of examinations in courses in which you are enrolled. These are available from Access Adelaide. You will not be notified directly of the examination timetable.
- c. You are not entitled to sit an examination at another time, nor to resit an examination, nor to any other concession, when:
  - i. an examination conflicts with another commitment, or
  - ii. you fail to attend an examination through misreading the timetable or accepting incorrect information on the timetable from another person, or
  - iii. you are prevented from using a calculator or electronic device not approved by the Course Coordinator, or you misuse such a device, or the device fails to workexcept as provided in the [Alternative Arrangements/Supps Policy under development].

Note: Examinations are only held in overseas locations for students undertaking offshore courses, except as provided in the [Alternative Arrangements/Supps Policy under development].

#### 4.2 Consideration for others

Be considerate of others at all times. Avoid behaviours which may disturb other candidates. If, in the opinion of an examination supervisor, you are causing a disturbance, you may be required to leave the examination venue permanently, and you must leave.

#### 4.3 Examination materials

Only bring to an examination those items which you need to undertake the examination.

##### a. Materials required

You must bring to each examination:

- i. your current student ID card or other photo identification, and
- ii. reasonable supplies of required writing implements, erasers etc.

##### b. Materials permitted

You may bring to each examination:

- i. a small purse or wallet, including keys, money, ID/credit cards
- ii. one clear bottle of clear water, up to 1-litre in size (water is available at the exam venue)
- iii. a bag, provided it is kept closed and stored under your allocated desk for the duration of the examination. Bags are subject to inspection at any time before or during the exam.
- iv. any materials specified by the Course Coordinator, as set out in the rubric of the examination paper
- v. any materials permitted specifically for you under the Reasonable Adjustments to Teaching and Assessment for Students with a Disability Policy.

##### c. Materials not permitted

You must not bring into the examination venue any material which enables, or has the potential to enable, you or others to cheat or to gain an unfair academic advantage. Examples of materials which are not permitted include but are not limited to:

- i. writing or other paper
  - ii. mobile telephones or other communication devices, unless they are switched off (being in silent mode is not acceptable) and placed on floor or in bag on floor under your desk.
  - iii. dictionaries, unless specifically permitted by the Course Coordinator, and then only in accord with the Course Coordinator's precise specifications
  - iv. textbooks, notes, reference materials, and printed or written matter of any kind, unless specifically permitted by the Course Coordinator, and then only in accordance with the Course Coordinator's precise specifications
  - v. electronic devices, unless specifically permitted by the Course Coordinator, and then only in accord with the Course Coordinator's precise specifications. Such devices must be self-powered, and operate quietly.
  - vi. any drinks other than clear water in a clear container.
- d. Materials not to be removed

You must not remove from the examination venue any materials issued for use in the examination, or any copies of such materials. All such materials remain the property of the University, whether the materials were actually used or not. This includes scripts, answer books, question papers, and drawing and scribble paper.

e. Compliance

- i. An announcement is made at the beginning of each examination about unauthorised materials. Provided you do so immediately, you may surrender such materials without penalty.
- ii. Examination supervisors have authority to check for unauthorised materials, and you must comply with any request to present materials for inspection.
- iii. If you bring unauthorised material into the examination:
  - the examination supervisor may confiscate the material; and
  - the examination supervisor may report you for a breach of this policy.

Note: Students with laptops for approved purposes will be seated at the rear of the examination venue to avoid disturbing other students.

#### 4.4 General conduct in examination venue

a. Entering the examination venue

Only enter the examination venue when authorised to do so by an examination supervisor. This is usually 10 minutes before the scheduled examination start time.

Only students eligible to sit the examination and authorised staff members are permitted to enter the examination venue.

b. Displaying your ID

Display your student ID card or other photo ID on the top right hand corner of your desk.

- i. If you do not have photo ID, a supervisor will attempt to verify your identity. This may involve taking a digital photo of you at the exam venue.
- ii. If University examinations staff cannot verify your identity online at the venue, they will inform you, and you must provide photographic ID at the Examinations Office within 2 business days of the examination.
- iii. Your exam results will be withheld until your ID is verified.

c. Entering or leaving after the examination starts

- i. Except with the consent of an examination supervisor, you are not permitted to:
  - leave the examination venue within the first 40 minutes of the start, nor
  - enter the examination venue more than 40 minutes after the start, nor
  - leave the examination venue temporarily for any reason. If you leave temporarily you must be accompanied by an examination supervisor or security officer. If you leave unaccompanied, the examination supervisor has absolute discretion to refuse to re-admit you to the venue.
- ii. Once the 10-minute warning before the end of the examination is given, you must remain seated until an examination supervisor has collected your examination scripts and an examination supervisor announces that you may leave.

d. Reading time

Do not start writing in your examination book until the end of the 10-minute standard reading time is announced by an examination supervisor. Writing on scribble paper, if provided, is permitted.

Note: Some examinations have a longer permitted reading time but, unless specifically stated in the rubric of the examination paper, students may begin writing after 10 minutes. The end of longer reading times is not announced to avoid disturbing other students.

All reading time is added to the stated time allowed for students to complete the set questions and tasks. For example, an examination paper of 2 hours' duration with the standard reading time of 10 minutes will last for a total of 2 hours and 10 minutes; a paper of 3 hours' duration with a stated reading time of 30 minutes will last a total of 3 hours and 30 minutes.

e. Communication

If you need to communicate with an examination supervisor, raise your hand and wait for attention.

f. Supervisors' instructions

You must obey the instructions of any examination supervisor during the examination.

#### 4.5 Examination interruptions

a. Power failure

If there is a power failure, stop writing when the examination supervisor advises you and await further advice. If the power failure is expected to last 30 minutes or less, you will be advised to remain seated and resume the examination when power is restored. The examination time will be extended by the length of the power failure. If the power failure is expected to last more than 30 minutes, the examination scripts will be collected and the examination terminated. You must leave the venue with your personal belongings.

b. Threats to safety

If there is any threat to physical safety and security, such as an explosion or fire, the examination will be terminated and all students and staff required to evacuate the examination venue. You must take only your personal belongings, and leave all examination materials on your desk. These will be collected by examination supervisors once an appropriate authority has declared the venue safe.

c. Assessment if an examination is terminated

The relevant Head of School will decide how assessment is to occur if the examination is terminated, and notify you by University email within 2 business days of the terminated examination.

The options include (but are not limited to):

- i. assessment on the basis of the incomplete examination and other previous assessment, or
- ii. another examination, or
- iii. an alternative examination task in addition to or instead of the incomplete terminated examination.

#### 1.6 Breaches of section 4

In addition to the actions which may be taken by examination supervisors under section 4, an allegation of a breach of section 4 may be referred to the Deputy Vice-Chancellor and Vice-President (Academic) who in turn may refer the allegation for action under the Academic Dishonesty Procedures or the Rules for Student Conduct or both.

## **5. RESULTS**

- a. Course results are released online at Access Adelaide. Results are not released by telephone or email. You are responsible for checking your own results.
- b. Information about the circumstances in which supplementary assessment may be granted is in the Alternative/Supplementary Assessment Policy.
- c. Only one official, final result is provided for each course, whether or not a supplementary assessment was necessary to achieve the result. Academic transcripts do not record supplementary assessments.

## **6. ASSESSMENT GRIEVANCES**

Responsibility: each student

If you are dissatisfied with the mark awarded for a particular assessment task or with the final grade awarded for a course or with any penalties applied under this policy, refer to the Student Grievance Resolution Process.

## **DEFINITIONS**

Electronic devices include, but are not limited to, laptop, tablet or handheld computers or readers, calculators, diaries, organisers, portable data storage devices (e.g. disks or memory sticks), mp3 and portable media players, voice recorders, cameras, camera pens, ebook readers, and electronic dictionaries.

Examination supervisor is a person designated by the Examinations Officer or a Head of School to formally supervise students sitting examinations.

## **APPENDIX G: UNIVERSITY GUIDELINES FOR SECURE PASSWORDS**

---

### **Password Best Practice**

It is essential for passwords to be kept both secure and confidential. Passwords must follow the rules in the Accounts and Access Procedures which are explained on the [password rules web site](#) (most online systems will only allow you to choose passwords that satisfy these rules).

### **Choosing a secure password**

When choosing a password, consider the following principles;

1. Select a password that is easy for you to remember, but not for others to guess.
2. Consider using the initials of a song or phrase that you can easily remember, but others are unlikely to guess.
3. Do not use your login name or user name in any form (reversed, capitalised, doubled, etc).
4. Do not use your first, middle or last name in any form.
5. Do not use any nicknames you may have.
6. Do not select obvious passwords, such as the name of a close relative, friend or pet.
7. Do not use other information easily obtained about you. This includes your birth date, license plate numbers, telephone numbers, the brand of your car, the name of the street you live on, etc.
8. Do not use a word contained in English or foreign language dictionaries, spelling lists or other lists of words.

### **Keeping your password confidential**

To keep your password confidential and protect your account from unauthorised use;

1. Never disclose your password to someone else, including your manager or supervisor.
2. Do not write your password down unless it is absolutely necessary. (If you must write it down, store it in a private and physically secure location separate from your account name.)
3. If you receive a document that displays the password for your account, change your password as soon as possible or keep the document in a private and physically secure place.
4. If you are about to type your password and someone is near you, take care that they cannot see what you type.
5. If you suspect someone else has used your account, change your password immediately and report the details to the Technology Service Desk as soon as possible.
6. If you suspect that the security of your password has been compromised, change it immediately.

## **APPENDIX H: RESEARCH PROJECT SUPERVISORS**

---

Further information about the current research interests of the University of Adelaide School of Psychology staff may be found on the School website; <http://www..adelaide.edu.au/psychology>.

For information about the current research interests of Joint Health Command, contact LTCOL Dr Andrew Cohn [andrew.cohn@defence.gov.au](mailto:andrew.cohn@defence.gov.au)

For information regarding the research interests of Centre for Military and Veterans Health (CMVH) contact Mr Roger Glenny [roger.glenny@adelaide.edu.au](mailto:roger.glenny@adelaide.edu.au).