



**SCHOOL OF PSYCHOLOGY  
&  
DISCIPLINE OF PSYCHIATRY, SCHOOL OF  
MEDICINE**

***MASTER OF PSYCHOLOGY  
(HEALTH)***

**PROGRAM HANDBOOK**

**2012**

***Program Coordinators:***

***Prof Helen Winefield***

***Prof Anna Chur-Hansen***



**Contact details for Prof Helen Winefield**

Discipline of Psychiatry (Eleanor Harrald Building)  
Frome Road, level 4, office 4-39;  
Telephone 8222-5153  
Email: [helen.winefield@adelaide.edu.au](mailto:helen.winefield@adelaide.edu.au)

School of Psychology (Hughes Building 718b)  
Telephone 8313 3172 (same e-mail)

**Office times**

Psychology on Mondays and Tuesdays,  
Psychiatry on Wednesdays and Fridays.

The Admin contact in Psychiatry is Ann Francis (8222-5141).

**Contact details for Prof Anna Chur-Hansen**

Discipline of Psychiatry (Eleanor Harrald Building)  
Frome Road, level 4,

Telephone: 8222-5785  
Email: [anna.churhansen@adelaide.edu.au](mailto:anna.churhansen@adelaide.edu.au)

# CONTENTS

---

CONTENTS .....	4
INTRODUCTION AND PROGRAM AIMS .....	6
ADMINISTRATIVE STRUCTURE .....	7
THE DEGREE STRUCTURE .....	7
COURSEWORK .....	8
TIMETABLE 2012.....	9
USUAL PATTERNS OF STUDY .....	10
PhD/Masters in Psychology (Health).....	11
Completion of Program .....	11
Provisional registration .....	11
POLICE CLEARANCE.....	11
CHILD-SAFE ENVIRONMENTS: REPORTING ABUSE AND NEGLECT' TRAINING COURSE .....	12
TEACHING STAFF .....	12
DESCRIPTION OF COURSES .....	12
PSYCHOL 7230 Evidence-Based Practice.....	12
PSYCHOL 7231 Interviewing & Intervention .....	14
PSYCHOL 7232 Psychological Assessment.....	16
PSYCHOL 7233 Abnormal Psychology .....	17
PSYCHOL 7234 Health Psychology .....	19
PUB HLTH 7075 Introduction to Epidemiology.....	21
PUB HLTH 7076 Health Policy and Public Health interventions .....	23
PSYCHOL 7241 Placement I.....	25
PSYCHOL 7240 Placement II.....	25
PSYCHOL 7243 Placement III.....	25
Recording of Professional Development activities.....	25
PSYCHOL 7244 / 7245 Research Project In Health Psychology I & II.....	26
Masters Research Forum.....	30
AWARDS FOR HEALTH PSYCHOLOGY .....	31
Publication Award Incentive Scheme.....	31
GENERAL INFORMATION .....	31
Recording Lectures .....	31
School Of Psychology Ethics Proforma Application .....	32
Copyright.....	32
Psychological Test Library .....	32
Representation In School of Psychology Governance .....	33
Assessment Policy .....	34
Assessment Procedures .....	34

Criteria For Assignment And Report Grades .....	35
Submission Of Written Work.....	35
Facilities Available In The School of Psychology.....	35
Facilities Available In The Discipline Of Psychiatry .....	36
Complaints .....	36
Computing.....	36
Copying Facilities in the School of Psychology .....	37
Myuni And Student Email.....	37
Passwords.....	37
Office Facilities.....	37
The Postgraduate Seminar Program .....	37
The Barr Smith Library .....	38
APS Student Subscriptions.....	38
Psychology Students Association.....	38
Adelaide University Psychiatry Association .....	38
Getting Help .....	38
Health, Safety and Wellbeing (hsw).....	39
Further Information.....	39
Appendix A: Program Rules 2012 .....	40
Appendix B: Doctor of Philosophy/Master of Psychology (Health) .....	43
Appendix C: Course Approval Guidelines - APS College of Health Psychologists.....	46
Appendix D: Recording of Professional Development .....	49
Record of Professional Relevance.....	49
Professional Development LOG SHEET .....	50
Appendix E: Instructions FOR Examiners .....	51
Appendix F: Research Ethics And Practice.....	54
Appendix G: Clinical Ethics And Practice .....	54
Appendix H: Academic Honesty and Assessment Obligations for Coursework Students Policy & Coursework Students: Academic Dishonesty Procedures .....	55
Appendix I: University Guidelines For Secure Passwords .....	61
Appendix J: Research ProJect Supervisors .....	62

## INTRODUCTION AND PROGRAM AIMS

---

Welcome to the University of Adelaide School of Psychology and Discipline of Psychiatry School of Medicine Master of Psychology (Health) degree program, which consists of three major components: coursework, research thesis and field placements. The program involves two years full-time or four years part-time study.

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 of Health Psychologists. A list of Graduate Attributes can be found in the University's Postgraduate Calendar. 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.

According to the Australian Psychological Society College of Health Psychologists, the area of Health Psychology is a broad one, in which psychological principles are applied to enhance physical health and well-being, and to reduce the psychological impact of physical illness. The College suggests that Health Psychology may be viewed as falling on a continuum anchored at one end by principles of psychology applied to health promotion and public health, and at the other, by psychology applied to the care of the physically ill. For convenience, the College has identified two broad areas of Health Psychology representing respective ends of the continuum, "Health Promotion" and "Clinical Health Psychology". While this dichotomy is useful, the College recognises that both ends of the Health Psychology spectrum inform each other, and that there is considerable overlap.

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 health psychology and staying up to date with the contributions of others.

The program is available to graduates with an Honours degree in Psychology. Selection procedures depend on academic results, referee reports and a structured interview. It is important that Honours students who wish to be considered for Masters enrolment should make an application, by the deadline which is usually in late October.

The program is accredited by the Australian Psychology Accreditation Council (APAC) and has approval from the APS College of Health Psychologists. The current Course Approval Guidelines of the APS College of Health Psychologists are included in this Handbook as Appendix B. The School of Psychology 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.org.au](http://www.apac.org.au).

Health Psychology is an endorsed area of practice with the Psychology Board of Australia (PsyBA).

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 Register of the South Australian Psychological Board, one or more currently enrolled students, and a graduate, as well as School representation and a member of the tenured academic staff from a cognate School. There is also an internal Postgraduate Coursework Teach and Learning Committee consisting of the School members with major teaching roles in this degree program.

## **ADMINISTRATIVE STRUCTURE**

---

The program is administered through the Faculty of Health Sciences, although most administrative matters will be managed by the Program Coordinator, Professor Helen Winefield (8313 3172 or 8222 5141, [helen.winefield@adelaide.edu.au](mailto:helen.winefield@adelaide.edu.au)). If Professor Winefield is unavailable please contact Professor Anna Chur-Hansen (8222 5785, [anna.churhansen@adelaide.edu.au](mailto:anna.churhansen@adelaide.edu.au)).

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.

This Handbook for students contains the information most relevant to students in the Health Program. In addition, as the need arises, the Program Coordinator will circulate students with News Bulletins containing further or updated information. These have the same official status as this Handbook. Students need to keep all these materials for reference. Although every effort is made to update this Handbook, students are reminded that the University calendar should be consulted for definitive information on rules, regulations, and policies.

Enquires about any aspect of the program can be directed to the Program Coordinator, who will also convene informal lunch-time meetings during semester, with a view to maintaining good communication between students and members of staff concerning any aspects of the program as these arise. These informal meetings are additional to the Teaching and Learning Committee on which the program is represented (see 'General information: Representation in School Governance'). The class will be asked to elect two representatives to this subcommittee as well as the Masters Advisory Committee.

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 communicate with students.

The Program Coordinator welcomes student comments and queries at any time, particularly if issues remain unresolved after students have approached the Coordinator of the specific Course, or the placement or research supervisor. Further information regarding complaints mechanisms can be obtained from [www.adelaide.edu.au/student/policies/complaints/](http://www.adelaide.edu.au/student/policies/complaints/).

Students should be aware that they will incur a HECS charge for their enrolment, and if they accept a full-fee-paying or International place, additional fees will be payable.

## **THE DEGREE STRUCTURE**

---

The program commences in late January of the first year of study. 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.

Full-time students must be available from 9am to 5pm, Monday to Friday (and part-time students for the half-time equivalent) and they must arrange any other commitments to fit in with scheduled courses, research and placements. It is not feasible to undertake much employment during your candidature, or to take more than 4 weeks' leave per year. It is very important that you note this because the program must be completed within four years from commencement.

In the normal pattern of study, students enrolled on a full-time basis will complete seven courses of study and one placement, during 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: The marking scheme for components of the program will involve grades and marks, except for Interviewing and Intervention and the Placements, where Non-Graded Passes will be awarded. Forms of assessments will be discussed and written information distributed, at the first meeting of each course.

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

- The **FORMAL SUBMISSION TIME** for all assignments is 4:30 pm on the first working day of the week (usually a Monday).
- However, a "grace period" is permitted, to allow for unforeseen minor delays, until 4:30 pm on the Friday of the week in which the due date falls. Submission of work in the grace period will attract no penalty. Duly-made cases for extensions can be made up to the formal submission time (see below) but only with respect to difficulties experienced up to that time.
- Please note that an assignment lodged on the Monday after the end of the grace period ending on a Friday is overdue by one day, even if it is lodged before 9.00am.
- Students should realise that **NO REQUESTS FOR EXTENSIONS WILL BE CONSIDERED IF MADE BEYOND THE FORMAL SUBMISSION TIME**, even if made within the grace period. To emphasise this, even falling ill or experiencing some other misfortune during the grace period will **NOT** constitute grounds for an extension — **STUDENTS UTILISE THE GRACE PERIOD AT THEIR OWN RISK!**

Standard School penalties for late submissions will apply: that is, five per cent (5%) of marks will be deducted for each working day, after the grace period has elapsed, that the work is late.

## COURSEWORK

Courses	Course Code	Units
<b>Summer Semester, First Year</b>		
Evidence-based Practice	PSYCHOL 7230	3
Interviewing & Intervention	PSYCHOL 7231	3
Psychological Assessment	PSYCHOL 7232	3
<b>First Semester, First Year</b>		
Abnormal Psychology	PSYCHOL 7233	3
Introduction to Epidemiology	PUB HLTH 7075	3
<b>Winter Semester, First Year</b>		
Health Policy and Public Health Interventions	PUB HLTH 7076	3
<b>Second Semester, First Year</b>		
Health Psychology	PSYCHOL 7234	3
Placement I	PSYCHOL 7241	3
<b>Second Year</b>		
Placement II	PSYCHOL 7240	3
Placement III	PSYCHOL 7243	6
Research Project in Health Psychology I	PSYCHOL 7244	6
Research Project in Health Psychology II	PSYCHOL 7245	9
Total Units		48

**Courses that must be completed satisfactorily before students attend their first Placement are Evidence-based Practice, Interviewing & Intervention, Psychological Assessment, and Abnormal Psychology.**

It is very important that you note that attendance will be expected for at least 80% of the sessions in any course. If, for example, you are absent for three or more classes in a 12 session semester, you risk exclusion from the course in that year.

In addition to material presented by lecturers, the formal sessions of class contact may include activities such as practical exercises, demonstrations, tutorial discussions and student presentations. Although all classes will contain theoretical input, a major emphasis will be on active participation, discussion and experiential learning in a 'learning exchange' context. The aim is to establish a learning environment in which a part of your learning will derive from material generated from your own experience and from interaction with other members of the group. Moreover, all curriculum material is essential to the student's preparation for professional practice, and APAC regards course attendance as part of the requirement for supervised practice leading to registration as a psychologist. Therefore, class attendance is essential. Data collection and attendance at work or placements are NOT accepted as excuses for absence. Lecturers will provide a redemption assignment to cover any student absence from class, and to assist the student in making up the missed learning opportunity.

It is equally important to be on time for classes, especially when there are guest lecturers. Lateness will be seen as a lack of professionalism, and may be taken into account with grades. A redemption exercise may be required for lateness, which will be considered an absence and counted in applying the 80% attendance requirement.

Attendance records will be kept for this purpose. If you are unable to attend at any time please let the lecturer concerned know beforehand by leaving a message and by telephoning the Coordinator of the Course, or, in the last resort, the School's General office (8313 5693).

## **TIMETABLE 2012**

<b>Summer Semester</b>	<b>Course Code</b>	<b>Time</b>	<b>Room</b>
Evidence-based Practice	PSYCHOL 7230	9.30am - 12.30pm, Mon - Fri, 23 Jan – 8 Feb	526
Interviewing & Intervention	PSYCHOL 7231	1.30pm – 4.30pm, Mon - Fri, 23 Jan – 8 Feb	526,
Psychological Assessment	PSYCHOL 7232	9 Feb – 14 Feb 9.00am - 5.00pm 27 Feb, 5 Mar, 19 Mar & 26 Mar, 1.30-4.30pm Mon	526
<b>Semester 1</b>			
Abnormal Psychology	PSYCHOL 7233	Mon 9.30am – 12.30pm	526
Introduction to Epidemiology	PUB HLTH 7075	Thurs 3.00pm – 4.00pm Lecture Thurs 4.00pm – 5.00pm Tutorial	Polygon
<b>Winter Semester</b>			
Health Policy and Public Health Interventions	PUB HLTH 7076	9.00am – 5.00pm June 25 and July 2, 3, 9, & 10	Engineering Nth, N132
<b>Semester 2</b>			
Health Psychology	PSYCHOL 7234	Tues 1.30-4.30pm	526
Placement I	PSYCHOL 7241		

## **USUAL PATTERNS OF STUDY**

---

It should be noted that these are the usual patterns of study for these degrees. If you wish to vary these, you should consult the Program Coordinator in advance.

### **Full-time Masters:**

#### Year 1

Summer semester:	PSYCHOL 7230 Evidence-based Practice (intensive)	3 units
	PSYCHOL 7231 Interviewing & Intervention (intensive)	3
	PSYCHOL 7232 Psychological Assessment	3

Semester 1:	PSYCHOL 7233 Abnormal Psychology	3
	PUB HLTH 7075 Introduction to Epidemiology	3
	PUB HLTH 7076 Health Policy and Public Health Interventions	3

Semester 2:	PSYCHOL 7234 Health Psychology	3
	PSYCHOL 7241 Placement I	3

#### Year 2

Semester 1:	PSYCHOL 7240 Placement II,	3
	PSYCHOL 7244 Research Project in Health Psych I	6

Semester 2:	PSYCHOL 7243 Placement III,	6
	PSYCHOL 7245 Research Project in Health Psych II	9

### **Half-time Masters (suggested plan)**

#### Year 1

Summer semester:	PSYCHOL 7231 Interviewing & Intervention (intensive)	3units
	PSYCHOL 7232 Psychological Assessment	3

Semester 1:	PSYCHOL 7233 Abnormal Psychology	3
-------------	----------------------------------	---

Semester 2:	PSYCHOL 7234 Health Psychology,	3
-------------	---------------------------------	---

#### Year 2

Summer semester:	PSYCHOL 7230 Evidence-based Practice (intensive)	3
------------------	--	---

Semester1:	PUB HLTH 7075 Introduction to Epidemiology	3
	PUB HLTH 7076 Health Policy and Public Health Interventions	3

Semester 2:	PSYCHOL 7241 Placement I	3
-------------	--------------------------	---

#### Year 3

Semester 1:	PSYCHOL 7240 Placement II	3
-------------	---------------------------	---

Semester 2:	PSYCHOL 7244 Research Project in Health Psych I	6
-------------	---	---

#### Year 4

Semester 1:	PSYCHOL 7243 Placement III	6
-------------	----------------------------	---

Semester 2:	PSYCHOL 7244 Research Project in Health Psych II	9
-------------	--	---

## **PHD/MASTERS IN PSYCHOLOGY (HEALTH)**

---

This new program in 2012 allows selected candidates to graduate with both a PhD and a Master of Psychology (Health). Graduates will have a research training which allows them to contribute to the evidence base in Health Psychology, and will also be registrable as a professional Psychologist. All requirements for the program will be completed within four years. The complete Program Rules are to be found as Appendix B. It is worth emphasizing the following points:

Once enrolled for this program, students cannot transfer into the Master of Psychology.

Students will complete the coursework (including Evidence Based Practice) and placements as for a Master of Psychology (Health) but some of the point allocations will differ. Students will also complete the Structured Program for their PhD research in health psychology and all the other requirements of Higher Degree by Research such as the completion and submission to the Graduate Centre of a detailed research proposal within the first nine months of candidature.

### **COMPLETION OF MASTERS PROGRAM**

The Academic Program Rules in the University Calendar 2012 (p.350) 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.

## **PROVISIONAL REGISTRATION**

---

On enrolment all students MUST obtain provisional registration with the Psychology Board of Australia. The application form and details of fees payable are available from the PBA website: <http://www.psychologyboard.gov.au/Forms.aspx>

## **POLICE CLEARANCE**

---

All students must have a police clearance.

The collaborative committee comprising the Universities and school sectors has agreed on the following set of procedures:

1. Download the PDF file – Application for National Police Certificate from the SA police website [http://www.sapolice.sa.gov.au/sapol/services/information\\_requests/national\\_police\\_checks.jsp](http://www.sapolice.sa.gov.au/sapol/services/information_requests/national_police_checks.jsp). The link 'National Police Certificate application form' will download the PDF application form.
2. Fill in those parts of the form relevant to you – you should tick the student box in the "Reason for Request" section. NB you will need either a passport, birth certificate, or citizenship certificate as well as your driver's licence or student ID for identification. Under 'Despatch Options' on the second page you must tick the 'Mail to Other Person / Organisation' box, and, in that section, fill in the 'School of Psychology, The University of Adelaide, Adelaide SA 5005. Attention The School Administrator.
3. You must go to the Police Station with your ID and application form. Note that the fee is \$38.25 for full-time student ID card holders and \$53.00 for others.

The standard timeframe to process an NPC is between 10 – 15 working days. Students must undertake this process prior to putting in ethics applications or commencing placements.

## **CHILD-SAFE ENVIRONMENTS: REPORTING ABUSE AND NEGLECT' TRAINING COURSE**

---

Any student undertaking a health placement or research involving children may be required by the host agency to complete a one-day 'Child-Safe Environments: Reporting Abuse and Neglect' training course (formerly called a Mandated Notifiers Program), prior to commencing at that agency.

Details of courses approved by Families SA will be made available through the School.

## **TEACHING STAFF**

---

In addition to teaching contributions by academic staff in the School of Psychology, significant input to the coursework courses is contributed by Title Holders and other 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.

For current lists academic staff of the School (including Visiting Research Fellows), check the School website at <http://www.adelaide.edu.au/psychology/staff>. Other psychologists in the Faculty of Health Sciences also participate in teaching and supervision within the Masters program. Academic psychiatrists also provide some valuable teaching.

Course Coordinators for 2012 are as follows:

PSYCHOL 7230 Evidence-based Practice	Prof Deborah Turnbull
PSYCHOL 7231 Interviewing & Intervention	Dr Matt Davies
PSYCHOL 7232 Psychological Assessment	Dr Jane Mortimer Prof Helen Winefield
PSYCHOL 7233 Abnormal Psychology	Dr Linley Denson
PSYCHOL 7234 Health Psychology	Prof Helen Winefield
PUB HLTH 7075 Introduction to Epidemiology	A/Prof Vivienne Moore
PUB HLTH 7076 Health Policy and Public Health Interventions	Dr Afzal Mahmood

## **DESCRIPTION OF COURSES**

---

### **PSYCHOL 7230 EVIDENCE-BASED PRACTICE**

**Semester: Summer (23 - 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 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 7231 INTERVIEWING & INTERVENTION****Semester: Summer (23 Jan – 8 Feb excluding 26 Jan)****1.30pm – 4.30pm, Room 526, 305, 306 & 324 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

Prerequisite: Acceptance into the Master of Psychology (Clinical) program.**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>Date 2012</b>	<b>Lecturer</b>	<b>Topic</b>
1	Monday 23 January	M. Davies	Introduction to counselling
2	Tuesday 24 January	M. Davies	Introduction to counselling
-	Wednesday 25 January	M. Davies	Introduction to counselling
3	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 Occupational Mental Health) students. Seminars 7 to 12 are only taught to Master of Psychology (Clinical, Health, and Occupational Mental Health) students.

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

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 7232 PSYCHOLOGICAL ASSESSMENT**

For 2012 this course will be given as a summer intensive, starting on Feb 10. Some of the late sessions will be used for student research on the second assignment task, and presentations will be made by students later in the semester on Wednesday mornings.

### **Semester 1**

**9 Feb - 14 Feb 9.30am – 4.30pm Room 526 Hughes Building**

**27 Feb. - 26 Mar Mondays 1.30-4.30pm Room 526 Hughes building**

### **Coordinator:**

Prof Helen Winefield, Room 718b Hughes Bldg

Telephone: 8313-3172

Email: helen.winefield@adelaide.edu.au

### **Other Teaching Staff:**

Ms Sophie Holdstock, Dr. Michael Proeve, Dr Jack White, Prof Ted Nettelbeck, Cate Cheetham

### **Aims/Objectives**

This 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, and both clinician-rated and self-report measures used to assess emotional and behavioural problems and states of health and well-being.

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 across the lifespan.

### **Course Content:**

	Date	Topic
Seminar 1	Thur 9 Feb 9.30-12.30	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	Thur 9 Feb 1.30-4.30pm	Assessment of Memory (WMS) (SH)
Seminar 3	Fri 10 Feb 9.30-12.30	Assessment of the Wechsler Adult Intelligence Scale (MP)
Seminar 4	Fri 10 Feb 1.30-4.30pm	Personality Assessment (NEO-P and PAI) (JW)

Seminar 5	Mon 13 Feb 9.30-12.30	Practice administration of Wechsler scales (TN)
Seminar 6	Mon 13 Fe 1.30-4.30pm	Assessment of Adaptive Behaviours and support needs (SH)
Seminar 7	Tue 14 Feb 9.30-12.30	Ethics and Professional Practice I (Report Writing, Interview Content, Legal and Ethical Implications) (JW)
Seminar 8	Tue 14 Feb 1.30-4.30pm	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	Mon 27 Feb 1.30-4.30pm	Organic (dementia, ABI, drug-induced psychosis) screens and medically-used measures including mini-mental (CC)
Seminar 10	Mon March 5 1.30-4.30pm	Health and well-being measurement, also life and work satisfaction; health beliefs, illness perceptions, compliance, readiness to change (HW & student presenters)
Seminar 11	Mon March 19 1.30-4.30pm	Illness-specific QoL and symptom/disability scales, satisfaction with health care, substance use and life events (HW & student presenters)
Seminar 12	Mon March 26 1.30-4.30pm	Pain, sleeping problems, Sexual & eating problems; use of health psychology measures by practitioners. (HW & student presenters)

## **PSYCHOL 7233 ABNORMAL PSYCHOLOGY**

### **Semester 1**

**Mon 9.30 – 12.30 Rm 526 Hughes Building**

#### **Coordinator:**

Dr Linley Denson Rm 516, Hughes Building

Ph: 8313 4128

Email: linley.denson@adelaide.edu.au

#### **Other Teaching Staff:**

Anthony Venning, Margaret Hartstone, Dr David Coyte, Dr Nick Potts

#### **Objectives:**

This unit aims to describe psychological problems as they present and are diagnosed across the lifespan

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

- thorough and critical understanding of the most commonly-used diagnostic classification systems (e.g. DSM-IV-TR) and techniques for diagnostic assessment (e.g. SCID, MINI, psychometric scales)
- knowledge of the causes, presentation, diagnosis and treatment of psychological problems from childhood to old age.
- a basic understanding of the SA mental health system and its supporting legislation.

**Course content:**

WK	Date	Topic
1	27/2	Introduction and diagnostic methodology. The Mental Health Act & the mental health system. Denson
2	5/3	Child mental health(1) : developmental learning disorders & autism .Venning
		<b>Adelaide Cup Public Holiday</b>
4	19/3	Child mental health (2): anxiety, depression, ADD/HD, conduct disorder. Venning
5	26/3	Anxiety disorders in adults. Hartstone
		<b>Mid-Semester Break</b>
6	16/4	Child & adult mood disorders & suicide . Coyte
7	23/4	Child & adult psychoses . Coyte
8	30/4	Personality disorders, substance abuse 9-11 Denson Problem gambling 11-12 Delfabbro
9	7/5	Other disorders: Eating disorders, sexual & relationship problems, somatoform & dissociative disorders . Denson
10	14/5	Older people (1) normal ageing, anxiety, depression, grief & loss Denson
11	21/5	Psychopharmacology (1) Potts
12	28/5	Psychopharmacology (2) Potts
13	4/6	Older people (2) Dementia, delirium and behaviour problems Course Review and Final Test Denson

Note: Class and presenter details and venue are provisional – to be confirmed.

**Optional Texts**

Hoffnung, M., Hoffnung, R. J., Seifert, K., Burton Smith, R., Hine, A., Ward, L., et al. (2010). *Lifespan development*. Milton, QLD: John Wiley & Sons.

Rieger, E. (Ed.) (2011). *Abnormal psychology: leading researcher perspectives*. 2<sup>nd</sup> edn. North Ryde: McGraw-Hill.

**Assessment**

**Final Test 50%** Summative learning: MCQ/SAQ covering all course content.

**Critical Review Exercise 40%** 5 brief critical reviews of journal club articles @ 8% each

**Journal Club SDL 10%** Students will undertake, record and share a professional development activity of their choice

## **Assessment Notes.**

To pass the course, all 3 of the assessment components must each be passed.

The course coordinator will convene an on-line journal club. Students will be provided with a recent article to review and critically discuss on a MyUNI Discussion Board Forum, in the week before each class (except the first and final classes).

Students must post each of their 5 graded critical reviews on the MyUNI forum BEFORE the relevant lecture, otherwise they will not receive a grade for it....(students are welcome to post more than 8 reviews, but only their best 5 grades will be counted for assessment).

## **PSYCHOL 7234 HEALTH PSYCHOLOGY**

### **Semester 2**

**Tuesday 1.30pm – 4.30pm, Room 526 Hughes Building**

### **Coordinator:**

Prof. Helen Winefield, Room 718b Hughes Bldg

Telephone: 8313-3172

Email: helen.winefield@adelaide.edu.au

### **Other Teaching Staff:**

Dr Rachel Roberts /Ms Anne Burke / Dr Matt Smout/ Brooke Packham/ Carol Hunter/ Greg Crawford / Ms Diana Dorstyn

### **Prerequisite:**

7130/7230 Evidence-based Practice; 7131/7231 Interviewing & Intervention; 7132/7232 Psychological Assessment; 7133/7233 Abnormal Psychology

**Synopsis of unit** This course examines the relationships of social, biological, behavioural and cognitive variables to health. It covers those aspects of the social environment that influence health and illness outcomes including the interactions amongst family members and between healthcare consumers and healthcare providers. Risk factors for health-compromising behaviours are also discussed including strategies for their modification.

### **Course objectives:**

On completion of the course students will be able to demonstrate

- understanding of the biological, behavioural, cognitive and social determinants of health, the risk factors for health-compromising behaviours and strategies for their modification, across the age range from childhood to old age.
- understanding of the health-relevant interactions amongst family members and between health-care consumers and health-care providers, collaborative relationships in multidisciplinary health care teams, and ethical considerations affecting both practice and research in health psychology
- advanced knowledge of individual, group and community-based approaches to the management and prevention of major identifiable health concerns and problems (both acute and chronic conditions).
- an ability to plan and critically evaluate research in health psychology and behavioural medicine

***The exact order of seminars will be confirmed at commencement.***

**Course content:**

Seminar	Date	Lecturer	Topic
1	24 July	H.Winefeild	Major theories and models of health psychology interventions, roles for health psychologists, including in indigenous and rural health. Principles of self-management of chronic illness & disabilities, motivational interviewing techniques.
2	31 July	R.Roberts	Physical systems of the body; psychophysiology of health and illness; basic neuro-anatomy. Information sources. History of thinking about mind-body interactions (RR)
3	7 August	R.Roberts	Stress and emotions: Psycho-neuro-immunology etc. Somatising and conversion disorders; stress, emotions and health – applications to headaches, obesity and relaxation training (RR)
4	14 August	R.Roberts	Brain development and long term effects of stress and damage; stress, emotions and health – applications to sleep problems, chronic fatigue syndrome
5	21 August	A.Burke	Acute pain and preparation for surgery; psychologists and interprofessional collaboration in hospital settings
6	28 August	A.Burke	Chronic pain & its treatment, injury rehabilitation and the compensation system
7	4 September	M. Smout	Addiction, substance abuse treatment and prevention
8	11 September	B. Packham	Behavioural health consultancy and promotion in primary care; issues re rural health psychology practice (
9	2 October	R.Roberts	Health psychology of reproduction, infants and children
10	9 October	H.Winefield	Health effects of work stress & unemployment; paid and emotional work, family caregivers, work-life balance, self-care for health professionals
11	16 October	C.Hunter, G.Crawdord	Health psychology of the old and very old; death & dying
12	23 October	D.Dorstyn, V.Moore	Coping with acquired brain injury

Self-Directed Learning exercise: Students will complete at least 6 interactive health psychology cases in the emedici online learning tool developed by Professor Anna Chur-Hansen and colleagues.

**Assessment**

1. Dr Roberts will distribute instructions for the first assignment before the beginning of the course. This will be worth 50% of the grades, taking the form of a group presentation, with distribution to classmates of literature review and resource lists

2. An essay assignment on a topical health psychology issue; worth 50% of grades. Instructions will be distributed at the first meeting of the class; due date will be October 31st.

**References and resources for the unit:**

Belar, C.D. & Dearthoff, W.W. (1995). Clinical health psychology in medical settings (Revised ed.). Washington: APA.

Boyatzis, R.E. (1998). Transforming qualitative information: Thematic analysis and code development. Thousand Oaks, Ca.: Sage.

- Caltabiano, M.L., Byrne, D., Martin, P.R. & Sarafino, E.P. (2002). Health psychology: Biopsychosocial interactions. An Australian perspective. Milton Qld: Wiley.
- Duckett, S.J. (2007). The Australian health care system (3rd edn). 362.10994 D835a
- Gatchel, R.J. & Oordt, M.S. (2003). Clinical health psychology and primary care. APA
- Michie, S. & Abraham, C. (2004). Health psychology in practice. British Psychological Society. BSL Reserve.
- Milgrom, J. & Burrows, G.D. (2001). Psychology and psychiatry: Integrating medical practice. Chichester: Wiley.
- Patterson, J, Peek, C.J., Heinrich, R.L., Bischoff, R.J. & Scherger, J. (2002). Mental health professionals in medical settings: A primer. New York: Norton & Co. Barr-Smith Library Reference Collection 616.89 B435.
- Pope, C. & Mays, N. (2006). Qualitative research in health care (3rd edn) BSL Reserve 362.1072 P825q
- Sarafino, E.P (2006) Health psychology: Biopsychosocial interactions (5th edn). 610.19 S243h.5
- Skovholt, T.M. The resilient practitioner: Burnout prevention and self-care strategies for counsellors, therapists, teachers and health professionals. BSL Reserve: 610.69 S628r
- Turk, D.C & Gatchel, R.J. (2002). Psychological approaches to pain management: A practitioner's handbook. 616.0472 G258p

*Other readings and resources will be suggested by seminar presenters, and students are expected to find and evaluate resource materials independently.*

## **PUB HLTH 7075 INTRODUCTION TO EPIDEMIOLOGY**

**Semester 1, Thursday 3.10pm – 4.00pm** Plaza, 3022, Polygon Lecture Theatre.

Coordinator: A/Professor Vivienne Moore

6-20 Bice Building  
 Royal Adelaide Hospital  
 Phone: 8313 4605  
 Email: vivienne.moore@adelaide.edu.au

### **Aim:**

Epidemiology is the study of the distribution of health and ill-health in populations (who gets sick, when and why). The goal of epidemiology is to promote health by preventing disease or injury, minimising the effects of existing illness, and strengthening the well-being of populations.

This course deals with epidemiological concepts and terminology, research designs and basic analysis. It does not aim to train specialist epidemiologists. Instead, the purpose of this course is to give public health and occupational health workers an introduction to the discipline and appraisal skills to enable graduates to assess the quality of research evidence. Some basic numeracy skills will be required.

By the end of the course students should:

- be familiar with epidemiological terminology;
- appreciate the role of demography in understanding population health;
- grasp (and hence be able to apply in unfamiliar settings) basic concepts;
- have an understanding of the broad research strategies in epidemiology;
- understand the epidemiological techniques used in the production of public health reports generated, for example, by the South Australian Department of Human Services or the Australian Institute of Health and Welfare;
- be able to appraise literature in the public health domain which employs quantitative methods.

**Course Content: (This is subject to change)**

Wk	Topic	Format	Reading
1	Introduction to epidemiology	Lect	Gordis Ch 1, Ch 20 pp 320-323
	Measuring disease occurrence	Lect	Gordis Ch 3, Ch 4 pp 48-58
2	Study design 1: cross-sectional studies	Lect	Gordis Ch 14 pp 204-206, Ch 10 pp 173-175
	<i>Measuring disease occurrence</i>	Tut*	
3	Outbreak investigation	Prac	Gordis Ch 2
	Outbreak investigation	Prac	
4	Adjusting risk	Lect	Gordis Ch 4 pp 58-65
	Adjustment	Prac	
5	Study design 2: cohort studies	Lect	Gordis Ch 9, Ch 11 pp 177-181
	<i>Cross-sectional studies</i>	Tut*	
Mid-semester break Mon Apr 18 - Fri Apr 29			
6	Study design 3: case-control studies	Lect	Gordis Ch 10 pp 159-171, Ch 11 pp 181-187, Ch 13
	<i>Cohort studies</i>	Tut*	
7	Bias and confounding	Lect	Gordis Ch 15 pp 224-232
	<i>Case-control studies</i>	Tut*	
8	Critical appraisal of observational studies	Tut*	TBA
	<i>Bias and confounding</i>	<i>Tut*</i>	
9	Association and causation	Lect	Gordis Ch 14 pp 231-243
	<i>Critical appraisal</i>	<i>Tut*</i>	
10	Attributable risk	Lect	Gordis Ch 12
	Attributable risk	Prac	
11	Study design 4: randomised controlled trials	Lect	Gordis Ch 7
	Study design 5: systematic reviews and meta-analysis	Lect	TBA
12	Screening	Lect	Gordis Ch 5
	<i>Past exam</i>	<i>Tut*</i>	

\* remember you are expected to prepare for tutorials in advance

**Assessment:**

There are two take-home assignments. Each assignment is worth 20% (so total for assignments is 40%). There is one closed-book, 2 hour examination at the end of Semester 1 (see calendar) worth 60%.

*To pass Introduction to Epidemiology a student must:*

1. submit both assignments;
2. score at least 50% overall (assignments and examination).

A student may attain the following grades in IEB:

High Distinction	85 - 100%
Distinction	75 - 84%

Credit	65 - 74%
Pass	50 - 64%
Fail	less than 50%

In the event that a student does not pass Introduction to Epidemiology, a supplementary examination (which may be viva voce) and/or further set work (at the discretion of the course co-ordinator) may be offered. A student offered such supplementary assessment may obtain one of two grades: Pass (with a maximum score of 50% recorded) or Fail. The mark shall be awarded on either (i) the results of the supplementary assessment only, or (ii) the combined results of the course assignments and supplementary assessment, whichever advantages the student most. In the event of a Fail after supplementary assessment, the entire course must be repeated.

Assignments must be handed in by 4 pm on the date specified.

**Textbook:**

Gordis L. Epidemiology (4<sup>th</sup> edn). Philadelphia, PA: Saunders Elsevier, 2009.

**Resources:**

You will also find that an electronic calculator is very handy for some of the exercises and in the examination.

As an enrolled student, you will have access to the University's on-line teaching facilities. This is an implementation of the Blackboard system called "MyUni".

## **PUB HLTH 7076 HEALTH POLICY AND PUBLIC HEALTH INTERVENTIONS**

**Winter School, Monday and Tuesday 9.00am – 5.00pm** Engineering Nth, N132 Lecture Theatre  
June 25<sup>th</sup> and July 2<sup>nd</sup>, 3<sup>rd</sup>, 9<sup>th</sup>, and 10<sup>th</sup>

**Coordinators:**

Dr Mohammad Afzal Mahmood

[afzal.mahmood@adelaide.edu.au](mailto:afzal.mahmood@adelaide.edu.au)

Lester Wright

[lesw@att.net](mailto:lesw@att.net)

**Other Teaching Staff:**

Angelique Bletsas [angelique.bletsas@adelaide.edu.au](mailto:angelique.bletsas@adelaide.edu.au)

If you need to discuss any matters regarding your progress in *Public Health Interventions*, please contact

Angela Noble.  
Discipline of Public Health  
Reception, Level 9, 10 Pulteney Street, MDP 207  
phone: 8313 4637  
email: [angela.noble@adelaide.edu.au](mailto:angela.noble@adelaide.edu.au)

## Introduction:

Welcome to *Health Policy and Public Health Interventions 2012*. We are looking forward to working and learning with you.

The aim of this course is to provide students with an in-depth understanding of health policies, their development, implementation and analysis, and of public health interventions at population, community and individual levels. Health policies will be studied in health care system, national and international contexts. Health policy development, implementation and analysis are discussed with a focus on using them in health protection, disease protection and health promotion. The lectures and discussions consider how a health policy is formulated, implemented and analysed, including the roles of public interest, vested interests, ideology and politics. Various frameworks for analysis are considered.

The course takes the Ottawa Charter Health Promotion Action Areas as a framework for public health interventions and considers:

- Building healthy public policy,
- Creating supportive environments,
- Strengthening community action,
- Developing personal skills, and
- Reorienting health services.

Facilitating factors and barriers to disease prevention and health promotion are highlighted, and public health information system, surveillance and communicable and non-communicable disease control and prevention principles and methods are discussed.

## Principal learning objectives:

1. To familiarize students with current health policy topics and key public health interventions
2. To develop a thorough understanding on how to carry out a health policy analysis drawing on different theoretical frameworks
3. To be able to develop a public health intervention plan in a small team
4. To review and critique an existing public health intervention taking its policy context into account

## Course Schedule -

Session	Topic
1	Orientation: Introduction, course material, assignments What is health policy? What is politics? Seminar/Workshop/Tutorial
2	Health Policy Analysis and the Policy Process; Defining the Setting and Policy Alternatives; The Relationship Between Health Policy and Welfare Policy Planning for the project planning (Work in small groups week 5-9)
3	Health Care Policy: Access, Quality, Cost Seminar/Workshop/Tutorial
4	Health Policy Analysis Tools: Cost-benefit, Cost-effectiveness Seminar/Workshop/Tutorial
5	Health Promotion - Healthy public policies Work in small groups: define the target population

6	Health information system, surveillance, monitoring Work in small groups : Potential interventions and their effectiveness
7	Working with Communities for Public Health Action Work in small groups: define strategies, activities, resources needed
8	Behaviour Change, Social Marketing, Role of Mass Media Work in small groups: community involvement, use of mass media
9	Health Promotion: Setting Approach to Promoting Health Work in small groups: challenges in implementing the proposed interventions
10	Disease Control; Mental Health; Alcohol and Drug Policy; Tobacco Control Seminar/Workshop/Tutorial
11	Injury Prevention; Emergency Response; Nutrition and Obesity Project Presentation
12	Health Workforce, Implementing Policy; International Health Issues Seminar/Workshop/Tutorial

### **Course resources:**

A copy of the **Course Handbook** will be made available during orientation week. The decision is still being made as to whether a Reader will be available for the course ( in which case it will be available from the Copy Centre in Orientation Week), or whether weekly readings will be posted to the MyUni website.

### MyUni

A range of resources, including lecture notes, will be placed on the MyUni site. Lecture notes do not replace attendance as this course is very much attuned to hands on teaching of skills and many of the lectures will be interactive sessions and therefore may have very limited lecture notes. We would recommend that you also regularly check MyUni in case of changes to the course.

### Textbooks

While there is no recommended textbook for this course, a list of books that provide useful readings will be provided in the Course Handbook.

## **PSYCHOL 7241 PLACEMENT I**

## **PSYCHOL 7240 PLACEMENT II**

## **PSYCHOL 7243 PLACEMENT III**

The placement system is explained in the separate Placement Handbook

### **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 of their first year, and continue recording PD until they complete Placement III (usually at the end of their second year). This record will be based on the APS logbook that all APS members are required to complete. This should be submitted with the paperwork associated with the completion of Placement III. The Program Coordinator will need to sign the Placement III paperwork to indicate that this record has been completed, and a copy will be kept with student's placement records.

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 APS College of Health Psychologists seminars, presentations to the School of Psychology's Health, Disability and Lifespan Development research group and other relevant bodies such as Healthy Ageing Research Cluster, Healthy Development Adelaide, Health Literacy Alliance, etc.), to network with practising health 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 logsheet. (see Appendix C)

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 C.

Activities which are a part of your program requirements are not to be recorded (e.g., readings, assignments, presentation). However optional (even if recommended) PD such as seminars, workshops, conferences and supervised volunteer activities should be recorded.

Any queries regarding the recording of PD should be directed to the Program Coordinators.

## **PSYCHOL 7244 / 7245 RESEARCH PROJECT IN HEALTH PSYCHOLOGY I & II**

**Coordinator:** Professor Anna Chur-Hansen  
Discipline of Psychiatry, Level 4, Eleanor Harrald Building, Royal Adelaide Hospital  
Phone: 8222 5785  
Email: [anna.churhansen@adelaide.edu.au](mailto:anna.churhansen@adelaide.edu.au)

**Prerequisite:** Evidence-based Practice

An empirically-based research project of direct relevance to the field of health psychology will be pursued under the guidance of one or more supervisors. Supervisors should be chosen in consultation with Professor Chur-Hansen. The project should be structured so that the student participates in all of the steps involved in the research including the formulation of the research question(s), the design of the study including the selection of appropriate methodology, the collection and analysis of data, the interpretation of the findings and preparation of the report.

[Note: Health psychology is defined in the Introductory section of this Handbook.]

Although Masters students will not enrol formally for the Research Project in Health Psychology until their second (full-time) year, it is assumed that they will invest in considerable preparatory work from the time when they enrol in the program.

You are asked to note the following carefully:

1. Full-time students should have decided upon a suitable topic for their thesis, found a willing supervisor with assistance from Professor Chur-Hansen, and have prepared a critical review of the relevant health 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. In some cases joint-supervision involving psychologists outside the University may be approved. Please note that supervisors will generally be drawn from the Discipline of Psychiatry and its affiliates – not the School of Psychology. Suggestions for potential supervisors, outlining their current research interests, will be available from the Program Coordinator (and see Appendix I).

- (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 Program Coordinator. In the event that an external supervisor is appointed, an internal supervisor (from the Discipline of Psychiatry) 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 ethics approval. This approval can be sought from the School of Psychology Ethics Committee, or it may be sought from the relevant hospital committee. Your supervisor can guide you in deciding to which Committee it is best to apply. In some circumstances you might need to apply to both. The process for applying to the School of Psychology Ethics Committee is established under the auspices of the University of Adelaide Committee on the Ethics of Human Experimentation. 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. This should be done in cooperation with your supervisor, who formally takes responsibility for your project. It is important to note that obtaining approval may take up to two weeks. Many Masters projects need be submitted only to the School of Psychology Ethics Committee, of which the 2012 Chair is Dr Paul Delfabbro. However this is not so for projects involving ingestion of anything, blood samples not taken as part of routine medical care, aboriginal participants, or anything controversial or "newsworthy" (e.g. sex, AIDS, etc.). 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 health 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. Projects submitted to the University's Human Ethics Committee take longer to get approval because it meets less frequently.

The School of Psychology 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 E for information on research ethics and practice.)

Although School of Psychology procedures are relatively streamlined, separate ethical approval is usually required by any outside agencies involved in the project, and this can impose a considerable delay. For example, relevant committees in outside organisations might meet on a monthly basis only, or even less frequently. Advice on procedures involved should be sought from the external supervisor(s). Supervisors can advise on the processes required to apply for hospital ethics approval.

- (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 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, thematic analyses) so as to relate to the aim.
- (v) Estimated timetable for the study.

**It is strongly suggested that these steps are completed by March.**

- (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) Except where research is in a part-time student's place of employment, students gathering data from external sources must have a formal letter of introduction, under University letter-head and signed by the Program Coordinator or Head of the School of Psychology. It is normally expected that the student will prepare a draft of any such letters, in consultation with the supervisor(s). However, if the research is in a part-time student's place of employment, a letter from the employer should be provided to the Program Coordinator, stating that the proposal is approved by the employer.
- (7) The Discipline of Psychiatry is able to provide limited funds to support student research. However, no commitment for expenditure can be made without the written approval of the supervisor. It is therefore essential that, before making any commitment you consult your supervisor, who will advise as to whether the proposed expenditure is a legitimate expense. (Such items as return-paid mailing of questionnaires; limited contributions towards the cost of reaching participants by car or phone; miscellaneous consumables such as audiotape, test form blanks, and so on, can be considered.) Applications for inter-library loans will also need to be explicitly authorised by the supervisor. The Discipline of Psychiatry may be able to pay for limited research equipment during your enrolment. However, funds cannot be used for preparing research project reports. There is documentation to complete when applying for funds from Psychiatry – please contact the Postgraduate Co-ordinator for Psychiatry for the relevant paperwork: in 2012 this will be Professor Helen Winefield.
- (8) 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. Discipline of Psychiatry word-processing, high quality printing and photocopying facilities are available for you to use, although please note that secretarial/typing assistance is not.
- (9) 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".
- (10) Notification of intention to submit: No later than four weeks before submission, the student should advise the 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) Most students will complete Part B of the Research Report in **second** semester. For students enrolled in this subject in second Semester, the **due date for the research report in 2012 will be Friday October 5<sup>th</sup> by 4pm.**
- b) On occasion, students may be enrolled in Part B of the Research Report in **first** semester. For these students, the due date for submission of the report will be **Tuesday June 26 by 4pm.**

### 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 or health 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 in the Discipline of Psychiatry 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 thesis should be presented in double spaced Times 12 font.

The literature review will be a critical one which synthesizes existing knowledge in a particular area of health 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 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* must identify to which scientific journal the paper could be submitted, 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 written report. **The research report will be worth 70% of the final grade for this subject.** Details of assessment criteria are given in Appendix D. 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.

Extra help in learning to write for publication will be available in the School through the Postgraduate Research Seminar program, early sections of which include presentations on how to publish by the Postgraduate Coordinator. Other components consist of discussions amongst postgraduate students, of research projects at various stages of development. The program for 2012 will be circulated when it becomes available.

Masters of Psychology (Health) students are also encouraged to attend Discipline of Psychiatry research presentations. Students will be emailed the timetable when it becomes available.

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. In accordance with "*The Australian Psychological Society Ltd – Code of Ethics*", students are named as first authors where their work is reported, except in unusual circumstances for example where the student has refused over a reasonable period of time to participate in the preparation of the paper to be submitted for publication

Appointment of Examiners: The supervisor will discuss examiners who have appropriate expertise in the candidate's field of study with the Program Coordinator, having previously secured the informal agreement of those to be suggested. 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 within four weeks, if possible. If there is unresolvable disagreement between examiners of 8% or more in the mark recommended, a third examiner shall be appointed. (See Appendix D 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. Note that for students to complete requirements for the award of the Master degree in time for the April graduation ceremonies, **they will have to get their research reports submitted by the October due date**, to allow time for examination and corrections by the end-of-November deadline imposed by the University administration, to allow for graduation in April.

Final submission of the Research Report: After making any corrections, students are requested to provide one unbound copy of the Research Project to the Administrative Officer in the Discipline of Psychiatry, specifying the number of copies required and the address of any external supervisor. If you want a bound copy for yourself, we suggest that you take your thesis to the Image and Copying Centre on level 1 of the Hughes Building, where the cost will be approximately \$5 for copying and binding.

### **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.

### **MASTERS RESEARCH FORUM**

A social function is held at the end of each year for students, Placement Supervisors, Clinical Lecturers, and School Staff involved in the Clinical Program. The function typically coincides with the final Masters Advisory Committee meeting for the year and takes place in late November or early December. This will include a

Masters Research Forum which showcases recently conducted Masters Research Projects, and discusses practitioners' suggestions for future clinical psychology research projects. **All students undertaking the Research Project are expected to attend and present their projects.** Presentations are to be no more than 5 minutes in length and are essentially a presentation of the final abstract for your research project, accompanied by a few PowerPoint slides.

## **AWARDS FOR HEALTH PSYCHOLOGY.**

There are two awards for Master of Psychology (Health).

One is awarded by the University of Adelaide Discipline of Psychiatry and School of Psychology, and comprises \$200 for the candidate placed first in the combined Year 1 and 2 summative tasks of the programme. Details can be viewed on the School of Psychology website.

One is awarded by the Australian Psychological Society's College of Health Psychologists, and comprises a sum of money (which may change each year) and a certificate to recognize the most outstanding Masters research thesis. This is a national award. Details can be viewed on the APS website.

## **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**

---

### **RECORDING LECTURES**

The University's policy is as follows:

"In general, permission for a student to use a tape-recorder at University lectures will not be granted. In special cases however such permission may be given, but only:

- a) if both the lecturer concerned, and the Head of the School approve;
- and
- b) if the student gives a written undertaking that the recording
  - (i) will be for his/her own exclusive use, and will not be played to any other person;
  - and
  - (ii) will be destroyed as soon as possible after it has served its purpose."

Students who feel that in their case there are good reasons why they should be permitted to use a tape-recorder at lectures are advised to consult, in the first instance, the Head of School although it is clear from the above that the permission of the individual lecturers involved is also required.

Applications for the concession should be made according to the following guidelines:

- Students seeking this concession should set their case for permission to tape-record in writing.
- They should then obtain the signatures on the letter from all the lecturers who are willing to allow the tape-recording.
- They should then submit the application to the Head of School of Psychology. The Head will issue a notice of approval in due course, which should then be taken to the lectures concerned to act as confirmation, should the need arise.

**Students with a disability** that may justify the tape-recording of lectures may note that the School has an agreement with the Disability Liaison Officer that, if that Officer is persuaded that a case exists, the School will grant permission for the student to record on receipt of a written recommendation signed by that Officer. These arrangements should be made with the Course Coordinator.

## **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.

## **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, Hughes 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/>

1. **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**.
2. **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.
3. **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*.
4. 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.
5. **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.
7. **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.
8. Copies of this catalogue are kept in the test library, and by the Test Librarian and Neil Kirby.

#### **BORROWING PROCEDURE**

1. 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.
2. All test 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.
3. 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 Postgraduate section of the Teaching and Learning Committee which includes the Program Coordinators for all Master of Psychology programs. 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 of Psychology 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.

Further descriptions of the University's assessment and grading systems can be found at [www.adelaide.edu.au/policies/700/](http://www.adelaide.edu.au/policies/700/) and [www.adelaide.edu.au/policies/701/](http://www.adelaide.edu.au/policies/701/).

## 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. All work (with the exception of the Research thesis, which should be submitted to the Discipline of Psychiatry Office, Level 4, Eleanor Harrald Building, Royal Adelaide Hospital) should be handed in to the School of Psychology General Office where a receipt will be issued for all submissions. Please ensure that you collect your receipt on every occasion. Academic staff cannot take responsibility for "lost" products if these procedures have not been followed. 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 or medical reasons should be made to the lecturer concerned and should be supported by medical certificates or other relevant documentation. 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.

Plagiarism of the work of others is treated with extreme seriousness by the University. For a summary of the University's Rules on Plagiarism, please see Appendix G.

## FACILITIES AVAILABLE IN THE SCHOOL OF PSYCHOLOGY

Post Graduate students have access to the following facilities:

Test Library (Room 114) – Wanda Prokopiak

General Office

Arranging photocopying of questionnaires, envelopes, fax facility

Once you have set up your photocopying account the photocopier for your use is located in Rm409.

Questionnaire copying does not have to be paid for from your personal photocopying account; however your supervisor will need to sign a request form available from the General Office.

For envelopes you will need to fill out a request form available from the General Office

Swipe Card deposit \$10	}	General Office staff in room 408 will be available during office hours of 10am to 4pm daily to assist you with these.
After hours building access		
Lockers \$10 deposit		

#### Computer facility

For any assistance with computers please contact the ITS Helpdesk on 8313 3000. There is a phone available for students to use for this purpose in the computing labs on level 2.

#### Video facility – See Lynda Klopp Room 418

Borrowing of timers, microphones, tape recorders and tapes, laptop computer, data projector, video tapes, video cameras

#### Masters students common room:

The seminar room (Hughes 526) is usually available at lunchtimes (12-2pm) for use by Master of Psychology students for informal sharing of food, discussion and ideas. Occasionally it will be the venue for lunchtime meetings and presentations for the Health, Disability and Lifespan Development Research Group.

## **FACILITIES AVAILABLE IN THE DISCIPLINE OF PSYCHIATRY**

Masters of Psychology (Health) students are welcome and valued members of the Discipline of Psychiatry student body. As such, facilities will be available for use.

For assistance with office facilities, including photocopying, telephone or computing matters please see Prof. Chur-Hansen.

## **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 or, where necessary, the Program Coordinator. However, if you are unsure which member of staff you should approach, you can ask the School of Psychology General Office or the University's Student Centre. 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/)

## **COMPUTING**

The School of Psychology has provided Masters students with their own computer laboratory in Room 221 to enable them to produce their own theses. This facility is managed by the University's Technology Services. Please report any faults via the phone located in both computing labs on 33000

The Discipline of Psychiatry also has computing facilities available to Masters of Health students. Please see Prof Anna Chur-Hansen if you wish to use these.

## **COPYING FACILITIES IN THE SCHOOL OF PSYCHOLOGY**

Students 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`.

If you wish to receive such communications on your home 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/>

## **OFFICE FACILITIES**

Students should not enter the School of Psychology General Office other than to collect mail, nor make private use of the Office or its equipment. In particular, the General Office telephone is not to be used for private purposes; public telephones are available outside the main entrance to the Hughes Building, in the Union Building and elsewhere on the Campus. However, permission may be granted to use a telephone if this is required to contact research subjects, organisations, etc. Please consult with your supervisor about this, if necessary.

## **THE POSTGRADUATE SEMINAR PROGRAM**

The School of Psychology has developed a postgraduate seminar program as part of the core component of the "structured program" provided for all new PhD candidates. The structured program forms part of the course requirements for the PhD degree and the major aim of this program is to ensure that new students are properly inducted into the School. Major components to this program were a series of presentations by the postgraduate coordinator about School resources, student-supervisor relationships, developing a research proposal, presentation skills, research project writing, managing a research project, and so on, and a number of presentations by students that ranged from preliminary research plans, to accounts of ongoing research and successfully completed projects. This forum also provides a structure for informal socialising both between postgraduate students and with staff.

The success of this program has encouraged us to think that there will be benefits, both to the School and to students, from extending the program to include a wider circle of senior research students. This should help to foster a culture of connectedness across Honours and postgraduate levels. Benefits to Honours and Master students who attend will be exposure to a diverse range of research interests within the School, opportunities to develop a wider circle of acquaintances among research students, and access to a forum within which a range of research related skills and other research issues will be discussed.

Thus, the School is extending an invitation to all students enrolled in the Master of Psychology programs and all Honours students to participate in the postgraduate seminar program, both by attending but also, should they wish to do so, by making a brief presentation about research plans.

## **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 8313 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. 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. Student membership of the College of Health Psychologists is also valuable.

## **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. Come and help to make 2010 an even bigger and better year for the PSA!

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

## **ADELAIDE UNIVERSITY PSYCHIATRY ASSOCIATION**

The Adelaide University Psychiatry Association is a multidisciplinary student body with members from medicine and psychology as well as other health care professions. They hold regular meetings and seminars.. For enquiries please contact Ann Francis on [ann.francis@adelaide.edu.au](mailto:ann.francis@adelaide.edu.au)

## **GETTING HELP**

The lecturing staff members of the Psychology School are here to assist you in your studies and you should have no hesitation in approaching them with particular problems and difficulties relating to your studies. The times at which staff members are usually available for consultation are displayed on the doors of their offices, which can be located from the directory in the foyer of the School Office on the ground floor of the Hughes Building.

Professor Winefield and Professor Chur-Hansen in Psychiatry are also very willing to help, and encourage you to contact us if you need help, advice, a debrief or a chat.

Students who have a disability which they believe will in any way prejudice their successful completion of the program are advised to discuss the matter with the Program Coordinator at the beginning of the year, so that possible satisfactory alternative arrangements may be made.

Particular services to which attention is drawn are:

Language and Learning Service of the Advisory Centre for University Education - this provides a series of courses and workshops relating to study skills throughout the year. Some of these are specifically addressed to the needs of students for whom English is a second language. [www.adelaide.edu.au/ltdu/](http://www.adelaide.edu.au/ltdu/)

Mathematics Learning Centre - this provides bridging and revision courses in mathematics for all Adelaide University students for assistance with mathematics and statistics. It runs a free drop-in service that allows students to consult with tutors about maths or statistics problems. No appointment is required. <http://www.adelaide.edu.au/professions/plc/>

Current online modules available through MyUni include:

- Essay Writing
- Paragraph Writing
- Cohesive Writing
- Communication Skills
- Plagiarism and Referencing
- Researcher Education and Development also has online training packages relevant to postgraduate psychology students, including:
  - Writing a thesis or dissertation in your discipline
  - Writing a research proposal
  - Plagiarism and independent research writing

Citation is more than referencing

**The University provides a Counselling Service, staffed by qualified psychologists, to help students in overcoming personal problems, [www.adelaide.edu.au/counselling\\_centre/](http://www.adelaide.edu.au/counselling_centre/).**

At the Counselling Service, individual counselling and group sessions of various kinds are available. From time to time personal development programs are conducted. The counsellors observe strict professional confidence. The Service is independent of Faculty and other administrative functions and no information given in counselling is reported or discussed without the expressed wish of the individual. The Counselling Service is free, voluntary and generally by appointment but in urgent circumstances a counsellor can usually be available at short notice. You can contact the Service by calling personally at Ground Floor, Horace Lamb Building or telephone 8313 5663.

**The Parklands Medical Practice is available for medical consultation, and this is a bulk billing practice. It is located opposite the Horace Lamb Lecture Theatre (telephone: 8313 5050; fax: 8313 6464).**

Aboriginal and Torres Strait Islander students may also contact Wilto Yerlo for assistance, [www.adelaide.edu.au/wilto\\_yerlo/](http://www.adelaide.edu.au/wilto_yerlo/)

## **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 the year.

## **FURTHER INFORMATION**

If there is anything further you wish to know that is not covered in this handbook, please feel free to consult Professor Winefield or Professor Chur-Hansen.

## **APPENDIX A: PROGRAM RULES 2012**

---

### *Master of Psychology (Health)*

#### **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.

#### **2 Admission**

- 2.1 An applicant for admission to the program of study for the degree of Master of Psychology (Health) 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 (minimum of Second Class, Division A Honours and an individually conducted research project carrying 33% or more of the years work).
- 2.2 Status, exemption and credit transfer
  - 2.2.1 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 9 units, provided that any such course has not been presented for another degree.
  - 2.2.2 Except by the special permission of the Head of the School of Psychology, no student may gain status for the courses PSYCHOL 7244 and PSYCHOL 7245 Research Project in Health Psychology for other studies undertaken in the University or other institutions.

#### **3 Assessment and examinations**

- 3.1 There shall be one of two systems of classification of pass in individual courses for the Masters 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. Both examiners will normally be internal to the School but not include the student's supervisor.
- 3.4 Academic progress
  - 3.4.1 A student who fails a course and desires to take the course again shall again attend lectures 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 compulsory 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 Compulsory Courses to the value of 21 units, three eighteen week periods (of 5 half-days per week or equivalent) of placement in different institutions or organisations offering psychological services approved by the Head of the School of Psychology, and a Research Dissertation. Placement I will have a course value of 3-units as it will have a higher level of supervision. Placement II & III will have a course value of 6-units as these will involve more independent work.

4.2 In the normal pattern of study, students enrolled on a full-time basis will complete the courses:

PSYCHOL 7230

PSYCHOL 7231

PSYCHOL 7232

PSYCHOL 7233

PSYCHOL 7234

PUBHLTH 7075

PUBHLTH 7076

*and* one placement:

PSYCHOL 7241

during first year. Also during their first year students are encouraged to do preliminary work on their research project although they will not enrol formally until second year. During second year they will complete two further placements:

PSYCHOL 7240

PSYCHOL 7243

and the research project:

PSYCHOL 7244

PSYCHOL 7245

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

4.3 Academic program

Unless exempted from by the Faculty of Health Sciences, every student for the degree shall satisfactorily complete the following three components:

### 4.3.1 Coursework courses

All students shall complete the following compulsory courses:

PSYCHOL 7230 Evidence-based Practice	3
PSYCHOL 7231 Interviewing & Interventions	3
PSYCHOL 7232 Psychological Assessment	3
PSYCHOL 7233 Abnormal Psychology	3
PSYCHOL 7234 Health Psychology	3
PUB HLTH 7075 Introduction to Epidemiology	3
PUB HLTH 7076 Public Health Interventions	3

#### **4.3.2 Placements**

PSYCHOL 7241 Placement I	3
PSYCHOL 7240 Placement II	3
PSYCHOL 7243 Placement III	6

#### **4.3.3 Research project**

PSYCHOL 7244 Research Project in Health Psychology I	6
PSYCHOL 7245 Research Project in Health Psychology II	9

#### 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: DOCTOR OF PHILOSOPHY/MASTER OF PSYCHOLOGY (HEALTH)**

---

### **1 General**

This document should be read in conjunction with:

- a. The rules for the Doctor of Philosophy (see under Adelaide Graduate Centre) *and*
- b. The Research Student Handbook, published by the Adelaide Graduate Centre.

These documents explain procedures to be followed and contain guidelines on research and supervision for research degrees offered by the University.

All students must comply with both the rules for the Doctor of Philosophy and the specific rules for the Doctor of Philosophy/Master of Psychology (Health) which follow below.

In the event of any conflict between the rules for the Doctor of Philosophy and the specific rules for the Doctor of Philosophy/Master of Psychology (Health), the specific rules will always take precedence.

- 2 There shall be a Doctor of Philosophy/Master of Psychology (Health) degree program

### **3 Admission**

- 3.1 Acceptance of a candidate in the Doctor of Philosophy/Master of Psychology (Health) degree program will also require selection based on the usual entry criteria for the Doctor of Philosophy.
- 3.2 Acceptance of a candidate in the Doctor of Philosophy/Master of Psychology (Health) degree program will also require selection based on the usual entry criteria for the Master of Psychology (Health) program which include referee reports and a structured interview to assess suitability for the profession.
- 3.3 Acceptance into the degree of Doctor of Philosophy/Master of Psychology (Health) is subject to obtaining police clearance in the form of a National Police Certificate (NPC) as reasonably directed by the School of Psychology.
- 3.4 The Doctor of Philosophy/Master of Psychology (Health) is not available to international students

### **4 Credit for work previously completed**

- 4.1 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 9 units, provided that any such course has not been presented for another degree.
- 4.2 Credit may be granted for research undertaken in another program in the University or in another university or tertiary institution in accordance with the rules for the Doctor of Philosophy.
- 4.3 As students enrolled in the Doctor of Philosophy/Master of Psychology (Health) are funded under the RTS scheme:
  - a Any credit granted will reduce the RTS and candidature expiry dates.
  - b Where the student is a scholarship holder, scholarship expiry dates will be reduced in parallel. Therefore, credit granted must be approved by the Adelaide Graduate Centre to permit for the relevant adjustments to be made;
  - c Courses cannot be repeated or replaced in the case of failure except on a fee paying basis;
  - d There can be no exit point to a coursework outcome e.g. transfer into the Master of Psychology (Health).

## 5 Duration of candidature and mode of study

A candidate may proceed to the degree by full-time study or, if the Head of the School is satisfied that the candidate has adequate time to pursue supervised research under the control of the University, by half-time study. Except in circumstances approved by the Research Education and Development Committee, all coursework, placements and the research thesis shall normally be completed and the thesis submitted within the usual timeframes required for the Doctor of Philosophy.

## 6 Work for the degree

6.1 Unless exempted there from by the Faculty, all students will satisfactorily complete Compulsory Courses to the value of 30 units, including three eighteen week periods (of 5 half-days per week or equivalent) of placement in different institutions or organisations offering psychological services approved by the Head of the School of Psychology, and a PhD Research project.

6.2 Any compulsory courses which are not completed to the satisfaction of the Faculty must be retaken on a non award basis.

6.3 Academic program

Unless exempted there from by the Faculty of Health Sciences, every student for the Doctor of Philosophy/Master of Psychology (Health) degree shall satisfactorily complete the following three components:

6.4.1 Compulsory courses

PSYCHOL 7231 Interviewing & Interventions	3
PSYCHOL 7232 Psychological Assessment	3
PSYCHOL 7233 Abnormal Psychology	3
PSYCHOL 7234 Health Psychology	3
PUB HLTH 7075 Introduction to Epidemiology	3
PUB HLTH 7076 Health Policy & Public Health Intervention	3

6.4.2 Placements

All placements are compulsory:

PSYCHOL 7241 Placement I	3
PSYCHOL 7240 Placement II	3
PSYCHOL 7243 Placement III	6

6.4.3 Research thesis

PhD Research Project in Health Psychology.

## 7 Assessment

7.1 There shall be one of two systems of classification of pass in individual courses for the Doctor of Philosophy/Master of Psychology (Health) degree:

either Non Graded Pass; or Pass with High Distinction, Pass with Distinction, Pass with Credit, and Pass.

7.2 Attendance is required for at least 80% of the sessions in any compulsory or optional course. A student who fails to meet this requirement will be awarded the result of Incomplete Fail unless there are extenuating circumstances.

7.3 There can be no exit point to a coursework outcome e.g. transfer into the Master of Psychology (Health).

7.4 On the completion of the approved program of study and research, a candidate shall submit a thesis

embodying the results of that study and research.

## **8 Required program of activities at the commencement of candidature**

- 8.1 The Structured Program will be determined by the School and in the first year will include the completion and presentation of the research proposal and other programs and skills training deemed necessary by the School including the successful completion of the topic PSYCHOL 7230 Evidence-based Practice, the completion of which is required to meet national accreditation guidelines.
- 8.2 The research proposal will be agreed and submitted to the Adelaide Graduate Centre preferably within nine, but no later than twelve months from the commencement of candidature.

## **9. Examination results**

- 9.1 After consideration of the reports of the examiners, the Committee shall determine that:
  1. the thesis meets criteria for the Doctor of Philosophy and the candidate therefore be awarded the Doctor of Philosophy/Master of Psychology (Health) unconditionally or
  - 1 the thesis meets criteria for the Doctor of Philosophy and the candidate therefore be awarded the Doctor of Philosophy/Master of Psychology (Health) subject to the amendments specified in the examiners' reports
  - 2 the thesis does not meet criteria for the Doctor of Philosophy and therefore the candidate be not awarded the Doctor of Philosophy/Master of Psychology (Health) but be permitted to re-submit the thesis for examination in a revised form or
  - 3 the candidate be not awarded the Doctor of Philosophy/Master of Psychology (Health).
- 9.2 In the event of an examination outcome of (4), providing that all coursework and placement requirements have been completed satisfactorily, the candidate may be permitted on the recommendation of the Head of the Discipline to re-enrol in the Master of Psychology (Health) and to present additional aspects of research to satisfy requirements for award of the Master of Psychology (Health) degree.

## **APPENDIX C: COURSE APPROVAL GUIDELINES - APS COLLEGE OF HEALTH PSYCHOLOGISTS**

---

### **1. 10.1 PREAMBLE**

The College of Health Psychologists aims to promote excellence in teaching, practice and research in Health Psychology within Australia. As a means to this end it aims to encourage high quality advanced level training of psychologists in the area of Health Psychology in Masters degrees and Doctoral programs.

The Guidelines for postgraduate courses in Health Psychology described in this document have been established in order to identify the content areas, and professional skills and standards, the College recognises as pertinent to Health Psychologists. Graduates of courses which are deemed to meet these Guidelines by the College will be eligible for membership of the College following completion of supervised experience. The Guidelines have been established to assist in the development of postgraduate Health Psychology courses and courses deemed to meet these Guidelines will be approved by the College of Health Psychologists.

The College recognises that the area of Health Psychology is a broad one. It is the area in which psychological principles are applied to enhance physical health and well being, and to reduce the psychological impact of physical illness. The College suggests that Health Psychology may be viewed as falling on a continuum anchored at one end by principles of psychology applied to health promotion and public health, and at the other, by psychology applied to the care of the physically ill. For convenience, the College has identified two broad areas of Health Psychology representing respective ends of the continuum, "Health Promotion" and "Clinical Health Psychology". While this dichotomy is useful, the College recognises that both ends of the Health Psychology spectrum inform each other, and that there is considerable overlap.

As a consequence of the breadth of Health Psychology it is recognised that many Health Psychologists will have particular expertise in Health Promotion or Clinical Health Psychology, but not both. However, the College deems it essential that members of the College of Health Psychologists will have at least a general knowledge of both ends of the continuum of Health Psychology.

In accord with the Australian Psychological Society, the College of Health Psychologists endorses training in Health Psychology on the basis of the "scientist-professional" model. Acceptable postgraduate courses in Health Psychology will be firmly established on an understanding of the established knowledge and current research in the area and will adopt an evidence-based approach to training.

### **10.2 SPECIALIST COURSEWORK CONTENT**

Consistent with the APAC Accreditation Standards for fifth and sixth-year programs, training in Health Psychology is based on the scientist-professional model. General knowledge and skills required by psychological practitioners as well as knowledge of Health Psychology are required.

All accredited courses will cover, at an advanced level, the core specialist content outlined below. In addition, accredited courses will offer two or more advanced level units (approximately 24 hours per unit) in either Health Promotion or Clinical Health Psychology, and one advanced level unit in the alternative sub-specialty (e.g., one unit in Health Promotion Psychology and two or more in Clinical Health Psychology).

#### **(a) Core Specialist Content**

(i). Consistent with the core content specified for the College of Health Psychologists, the following content areas will be addressed at an advanced level in all courses accredited by the College.

(ii). Biological, psychological and social determinants of health and illness;

(iii). Epidemiology of Australian population groups;

(iv). Basic physical systems;

(v). Models of health behaviours and behaviour change;

(vi). Health beliefs and attitudes;

- (vii). Stress, stress management, coping and social support in health and illness;
  - (viii). Evidence based health interventions;
  - (ix). Working effectively in a multidisciplinary team.
- (b) Health Promotion Content
- (i). Behavioural epidemiology;
  - (ii). Health promotion strategies and methods (e.g., applied to exercise, lifestyle and nutrition);
  - (iii). Public health marketing and communication;
  - (iv). Disease prevention (e.g., coronary heart disease, cancer, STDs, smoking related diseases and dietary related problems);
  - (v). Consumer behaviour;
  - (vi). Systems and organisations for health promotion in Australia;
  - (vii). Community needs analysis;
  - (viii). Community development, intervention and empowerment strategies.
- (c) Clinical Health Psychology Content
- (i). Models of health care;
  - (ii). Trajectories of acute and chronic illness, including medical care seeking behaviours;
  - (iii). Developmental issues in acute and chronic illness;
  - (iv). Communication in health settings;
  - (v). The patient-practitioner relationship;
  - (vi). Psychosomatic, psychophysiological and behavioural medicine principles;
  - (vii). Psychological treatment relevant to health and illness (e.g., pain, addiction, sleep and eating problems);
  - (viii). Psychological adjustment (e.g., grief, bereavement, death and dying).
- (d) Additional Areas of Study

Accredited Health Psychology courses may offer specialised instruction not covered in the core areas above, but related to the practice of Health Psychology, such as the diagnosis of psychological problems in general health settings, advanced therapeutic techniques, critical incident management, grief counselling, addiction, management of eating and sleeping problems and advanced physiology.

### **10.3 SPECIALIST PLACEMENT REQUIREMENTS**

(a) Placements should expose students to a range of Health Psychology experiences, and in accord with the requirement to obtain experience and skills in the breadth of Health Psychology, at least one practical placement will be conducted in the Health Promotion and Clinical Health Psychology domains.

(b) Students are expected to complete a minimum of 1000 hours (133 days) placement. The practical work will be made up of three or more practical placements. These will include both Health Promotion and Clinical Health Psychology experiences although the balance of these will be determined by the course.

(c) Students are required to evaluate the practical venue and the supervisor at the end of each practical placement.

#### **10.4 SPECIALIST RESEARCH REQUIREMENTS**

The research component of the degree must address an area of either Health Promotion or Clinical Health Psychology, or a combination of the two.

#### **10.5 SPECIALIST ASSESSMENT REQUIREMENTS**

Programs have the responsibility to develop assessment processes, which are appropriately objective, and ensure that students have acquired an advanced knowledge, research and skill base in Health Psychology. These processes must also ensure that students whose behaviour is professionally incompetent or unethical do not obtain a formal qualification in Health Psychology.

# APPENDIX D: 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 E: INSTRUCTIONS FOR EXAMINERS

---

### Master of Psychology (Health)

### Research Project in Health Psychology, PSYCHOL 7244 and PSYCHOL 7245

### 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 Psychology (Health), and students are expected to spend about seven months full time equivalent on it. The scope is therefore similar to that of an Honours research project in Psychology. The College of Health Psychologists' Accreditation Guidelines state that it is expected that the research will have direct relevance to the field of health psychology.

In the first stage of their Masters Research Project, students are required to produce a **critical review of the literature** relevant to their chosen topic within health psychology. The literature review will be a critical one which synthesizes existing knowledge in a particular area of health 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 and Discipline of Psychiatry 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. Note that the criteria for quantitative research will differ than that for qualitative research.

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 Health Psychology 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 Discipline of Psychiatry at the Royal Adelaide Hospital, 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 health psychologists within our School.

Professor Anna Chur-Hansen  
Master of Psychology (Health) Research Project Coordinator

Please see attached: Criteria for assessment grades, Health Masters Research Reports.

### **Thesis Criteria for Masters (Health) 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, 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 of Psychology policy, re-submitted reports of research projects will not receive a grade greater than Pass.

## APPENDIX F: 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 is Chaired by A/Prof Paul Delfabbro. The proforma for applying for approval is available at <http://www.adelaide.edu.au/psychology/docs/ethics/ethicsproforma.pdf>

## APPENDIX G: 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/>).

The Faculty of Health Sciences' Code of Conduct applies to all Master of Psychology students, and will be circulated and discussed in Evidence Based Practice, and as preparation for Placements.

Students on placement must make themselves aware of, and comply, with the policies and procedures of their host agencies, and for state government agencies this includes the SA Public Sector Code of Conduct. (Available at [http://www.cpe.sa.gov.au/ref\\_docs/Code.pdf](http://www.cpe.sa.gov.au/ref_docs/Code.pdf))

The School of Medicine's Code of Conduct applies to all Masters of Psychology students and will be discussed in the course 'Evidence Based Practice' and in preparation for Placements.

# APPENDIX H: ACADEMIC HONESTY AND 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.

## **2.1 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.

## **2.2 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.

## **2.3 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.

## **4.6 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 I: 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 J: RESEARCH PROJECT SUPERVISORS**

---

Discipline of Psychiatry, School of Medicine Staff

Masters of Psychology (Health) students are encouraged to seek a supervisor from the Discipline of Psychiatry. An external supervisor may be appointed after consultation with Professors Chur-Hansen and Winefield. However, the Internal Supervisor should where possible be from Psychiatry.

### **Prof Helen Winefield**

Wednesdays and Fridays Room 4-50, Eleanor Harrald building, RAH. Phone 8222-5141; email: helen.winefield@adelaide.edu.au

My research interests centre upon the following areas:

- The role of health psychologists in primary health care
- Psychosocial supports needed by people suffering serious and/or chronic illness, and their family members.
- Health consequences of work status (employed, unemployed, retired, out of workforce due to disability) and work-home conflict

### **Professor Anna Chur-Hansen**

Acting Head of Discipline of Psychiatry, Royal Adelaide Hospital; telephone: 8222 5785,

email: anna.churhansen@adelaide.edu.au

Dr Anna Chur-Hansen is a Registered Psychologist She is willing and able to supervise the following projects (using qualitative, quantitative or mixed model methodologies):

- The mental health impacts of health care provider gender in clients presenting with psychological distress or physical illness;
- Cultural and language issues in health care delivery;
- Health and mental health correlates of pet ownership;
- Effects of dementia medication on patients and their carers;
- Medical practitioners' knowledge of and attitudes toward psychology and psychologists;
- International students' experiences at university;
- Evaluations of secondary school psychology teaching and learning experiences;
- Communication skills training for health care professionals

**Please contact Professor Anna Chur-Hansen or Professor Helen Winefield for details of other possible supervisors and projects, as other College of Health Psychologist members, health psychology researchers and practitioners, and academic staff from the School of Medicine and elsewhere may be willing to offer suitable health psychology projects.**