STUDENT HANDBOOK 2011
Master of Psychology (Counselling Psychology)
Doctor of Philosophy (Counselling Psychology)
School of Psychology and Speech Pathology
psych.curtin.edu.au
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INTRODUCTION

This handbook is intended to provide information for students enrolled in the Master of Psychology (Counselling) and PhD (Counselling Psychology). The staff will attempt to keep you informed about changes in procedures and policy, but if in doubt, check with your advisor or any other core staff. Please note that changes are usually made to the curriculum on a yearly basis. You will need to obtain a current course handbook from the School of Psychology office each year to keep track on any alterations that may affect your degree. Please note that it is a condition of admission to Curtin that students log in to OASIS (Online Access to Student Information Services) on at least a weekly basis.

ABOUT THE MASTERS IN COUNSELLING PSYCHOLOGY

Counselling psychology is one of a number of specializations in professional psychology. Similar to psychologists who practice in other specialist areas such as organizational psychology, clinical psychology and forensic psychology, counselling psychologists hold a Masters degree from a specialized program. At Curtin University, counselling psychology is offered as a specific stream within the Master of Psychology program. Graduates are eligible to register with the Psychology Board of Australia.

Counselling psychologists provide psychological assessment and diagnosis, counselling and psychotherapeutic services to individuals, couples, families, children, and groups. Counselling psychologists are trained to work with a wide range of psychological difficulties and disorders. Counselling psychologists work with complex psychological problems and disorders such as depression, anxiety, self-esteem, eating disorders, post-traumatic stress and personality disorders. Identification and treatment of psychopathology is a significant aspect of the training and the professional work. Counselling psychologists also assist high functioning clients with challenging or prolonged difficulties, such as bereavement, intimacy issues, relationship breakdown, transition to parenthood, attachment issues, sexual abuse, adjustment to step-parenting, sexual assault, or involuntary redundancy. The central focus is the specialised applied training in psychotherapy process and interventions relevant to individuals, couples, families, parent-infant relationships, children, and groups.

Counselling psychologists enjoy a wide range of employment opportunities. Some are to be found in academic and research settings, although most are employed as practitioners in community and government agencies. A growing number are involved in private practice. Private practitioners who have met specialist title requirements may offer rebates from most leading health insurers and from Medicare.

The Masters degree in Counselling Psychology provides advanced professional training to the sixth year level. The program has been accredited by APAC (Australian Psychology Accreditation Council) and meets full membership requirements of the College of Counselling Psychology of the APS (Australian Psychological Society). The course is a two-year full time program (or equivalent part-time), involving course work, practicums, and dissertation. The course is designed to provide the theoretical knowledge and basic skills required for the development of effective practice as a Counselling Psychologist.
TRAINING PHILOSOPHY AND TEACHING METHODS

The Master of Psychology (Counselling) aims to develop the capacity to make effective interventions in a wide range of life difficulties and psychological disorders. Students are taught to respond empathically to clients’ predicaments and to develop intervention plans in collaboration with them.

There is an underlying philosophical basis that emphasises the autonomy and respect for clients and the meanings they make out of their life stories. Thus, a significant component of the training is how to establish and maintain a strong therapeutic alliance and how to manage the ruptures that can occur in that relationship.

The capacity to make accurate diagnostic assessments of client functioning and psychopathology are a substantial part of the course; however the course aims to develop a stance toward client difficulties and psychological disorders which also takes into full account the health and resources of clients. There is also a strong emphasis on understanding the impact of developmental processes, including the impact of early life experience on functioning.

There are four essential components to the course, which aims to develop the capacity to:

1. critically evaluate and utilize research and theory to inform practice;
2. understand, assess, diagnose, and intervene therapeutically with clients;
3. reflect upon and use life experience, depth of self-understanding, and therapeutic experience in the service of the client.
4. undertake research in counselling psychology

To these ends, the course balances theoretical learning, research skills, psychotherapy skill development, and personal development. This means, that while some of the units are primarily theoretical, in many units there is a strong emphasis on experiential methods of teaching. This may involve such methods as role-plays, experiential exercises, action methods, live supervision, video, and exercises that aim to develop a high level of reflexivity. The course aims to produce a reflective practitioner who is able to intervene effectively with appropriate techniques, but who is also able to understand the moment-to-moment process of therapeutic work and their own role in that process. Class sizes are kept small, so there is plenty of opportunity for discussion and individualised learning. Some of the skills-based units have two staff members who are then able to give detailed and extensive feedback regarding the development of therapeutic skills.

The course is not based exclusively on any one theoretical orientation, since we believe that students should have a basic familiarity with the major approaches, including cognitive-behavioural, existential-humanistic, and psychodynamic. Although several specific models are taught, the programme is underpinned by a focus on the interpersonal processes in psychotherapy including the therapeutic alliance, because there is strong research evidence that these are central to all therapeutic work. The evidence base for psychotherapy, specific models, specific interventions, and the therapeutic relationship are comprehensively addressed. In addition to individual psychotherapy, there is also a focus on developing understanding and skills in the specific modalities of couples and family therapy and group therapy.
ADVISING

Although a number of staff are involved in teaching in the program, the core staff for Counselling Psychology are Jan Grant, Jenny Thornton, Lynn Priddis, and Gillian Stevens. You will be assigned one of the staff as an academic adviser. Routine questions would normally be referred to your adviser, but you are free to request assistance from anyone on staff. Advisers normally help with enrolment, choices about your elective, practicum arrangements, and dissertation topics.

CONTACT DETAILS FOR STAFF

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan Grant (Course co-ordinator)</td>
<td>9266 7231</td>
<td><a href="mailto:j.grant@curtin.edu.au">j.grant@curtin.edu.au</a></td>
</tr>
<tr>
<td>Jenny Thornton</td>
<td>9266 7087</td>
<td><a href="mailto:j.thornton@curtin.edu.au">j.thornton@curtin.edu.au</a></td>
</tr>
<tr>
<td>Lynn Priddis</td>
<td>9266 3297</td>
<td><a href="mailto:l.priddis@curtin.edu.au">l.priddis@curtin.edu.au</a></td>
</tr>
<tr>
<td>Gillian Stevens</td>
<td>9266 3027</td>
<td><a href="mailto:G.A.Stevens@curtin.edu.au">G.A.Stevens@curtin.edu.au</a></td>
</tr>
<tr>
<td>Greg Chidlow</td>
<td>9266 7842</td>
<td><a href="mailto:Greg.Childow@curtin.edu.au">Greg.Childow@curtin.edu.au</a></td>
</tr>
</tbody>
</table>

Fax: 61 (08) 9266 2464

PLAN OF STUDY

You will be asked to meet with your assigned adviser during your first semester of study in order to complete a plan of study for your entire program.
STAFF AND AREAS OF INTEREST

COUNSELLING PSYCHOLOGY STAFF

Jan Grant, PhD (Associate Professor and Program Director)

Lynn Priddis, PhD MPsych (School Counselling), MPsych (Clinical)
Senior Lecturer

Gillian Stevens, MPsych
Lecturer

Jennifer Thornton, MPsych, PhD
Senior Lecturer

Greg Chidlow, MPsych
Lecturer
Clinical supervision. Cancer support. Relationship Counselling. Trauma

Associated Staff

Bob Kane, PhD
Senior Lecturer
Language processing, motor control of speech, implicit and explicit memory, methodology in psychological research.

Lyndall Steed, MPsych, PhD
Senior Lecturer

Melissa Davis, MPsych, PhD
Senior Lecturer
Assessment, Child & adolescent psychology
COURSE POLICIES AND CREDITS

The course is composed of 400 credits. Taken full time students would complete 100 credits per semester for four consecutive terms. Part-time students must carry at least 50 credit points per semester unless they have been granted a leave of absence from the course. The 400 credits are composed of:

- Core Units: 225 credits
- Practicums: 75 credits
- Dissertation: 100 credits

Exemptions Policy

Comparable units taken at APAC accredited Masters programs may be exempted. Units taken overseas may also provide grounds for exemption but will be evaluated on a case-by-case basis.

Policy on Plagiarism and Related Academic Conduct

All work submitted must be the original work of students unless otherwise specified. All work must conform to the School policy on academic conduct (see page 54).

Enrolment and Re-enrolment

The University has in place policies and procedures that prescribe enrolment and re-enrolment procedures and deadlines. For smooth administrative functioning, these procedures are enforced by the University through the application of standard fees and enrolment policy limitations. Some important features of the procedures, are outlined below.

Students enrolling at the beginning of the year, who are intending to study for the full year, are required to enrol for both semesters. Full-time students enrol in 100 credit points per semester, while half-time students enrol in a minimum of 50 credit points. Any reduction to the half time load needs to be approved by the program director.

Applications for enrolment, and Amendment to Enrolment (when a student after the initial enrolment adds or deletes course units), including withdrawal, shall be done online or in writing on the prescribed forms, and are subject to approval by the Program Director.

Each student is responsible for ensuring that every detail of the enrolment is correct. The student is urged early in the semester to check the Enrolment e-Advice for accuracy via Oasis and e-student. The Enrolment e-Advice is the formal acknowledgement to a student that the Enrolment application has been processed by the Faculty Student Services Office. The Enrolment Advice details a student’s enrolment as recorded by the University. Students should check for accuracy of a unit’s title including the unit index code number, early each semester.

Once enrolled in the Masters program, students shall enrol continuously for the course of study in accordance with the University Enrolment Rules. Leave of Absence may be granted to a student under special circumstances.

To be considered for a Leave of Absence, students must apply to the Faculty Student Service Office by completing the prescribed form. Students who have not been granted Leave of Absence will automatically lose the right of re-enrolment, and will compete for places in the program with new applicants. To regain the right to re-enrol, the approval of the Program Director and the Head of
School of Psychology will be required. Re-enrolment under these circumstances may be subject to certain conditions as specified by the Head of School (e.g. up front full fees at the current rate for the remainder of the course, additional units to update skills and knowledge etc.).

Leave of Absence would also be required for students who re-enrol and then withdraw from all units in a semester.

**PhD IN COUNSELLING PSYCHOLOGY**

The PhD program in Counselling Psychology provides students with advanced professional training in counselling psychology, plus the opportunity to carry out a specialized research program at PhD level. The course prepares students for careers in the professional practice of counselling psychology, research in counselling psychology, or the academic field. Students complete all of the units in the Masters in Counselling psychology plus a PhD level dissertation. Further information on the PhD (Counselling Psychology) can be found on pages 61-74.

Prospective students can apply for admission to the program initially, or at any time following their admission to the MPsych course. In all cases, the minimum requirement for admission to the combined PhD program is an Honours degree (IIA or higher) or equivalent; for students who have enrolled in the MPsych course, a high standard of performance in MPsych units will also be required for entry into the combined program. Prospective students will need to forward an appropriate application form and brief research proposal to the director of the counselling psychology training course.

All applications to the PhD (Counselling Psychology) course will be evaluated by counselling psychology faculty, in terms of both capacity of the student and resources of the faculty in providing appropriate supervision. A recommendation will then go to the Graduate Studies Director as to whether the applicant should be admitted to the course. Students enrolled in the program will be eligible to apply for a commonwealth Research Award (Australian Postgraduate Award: APA) for a three-year period of doctoral study.

**Class Attendance**

The staff consider class attendance to be very important. Many of the core courses attempt to develop skills as well as knowledge. Your participation in skill development activities is essential and it is difficult to develop an optimum learning environment without consistent attendance and participation. All students have been asked to make suitable arrangements with their employer prior to commencing the course.

We will attempt to start classes on time, and if you are to be delayed we expect that you will notify one of the lecturers by phone or email. Three absences per semester in any of the core units (Psychology 704, 701, 705, 706, 710, 712, 795) require that the unit be repeated. The three absences include absences in case of illness. For Psychology 696, two absences from the practicum class requires that the course be repeated. In other words, the staff consider the class experience as a significant part of the learning and absenteeism for any reason that constitutes three or more absences per semester, requires that the unit be repeated. At the discretion of the lecturer, late attendance may be counted as an absence.

**Essential requirements**

An essential requirement of this course is the capacity to listen empathically and to provide counselling for individuals from diverse backgrounds without imposing the therapist’s value system. This includes individuals from diverse religious orientations, ethnicities, sexual orientations, genders,
value systems, and those with disabilities. A further requirement is the willingness and demonstrated capacity to work in a variety of clinical and agency settings.

Student Progress

Academic staff want to ensure that you are progressing well in the program. Therefore, your progress may be discussed by the academic team. If there are concerns about a student’s capacity to undertake or complete a placement, we will discuss this with you and help you to consider what options you might pursue to prepare for a placement.

Liaison with the Professional Community

A Course Advisory Committee meets regularly to confer on matters related to the Masters program. The Committee consists of the Counselling Psychology Faculty, student representatives, and senior counselling psychologists from major government and non-government employing agencies. Committee members are:

- Dr Sean Murray, Director, Curtin Counselling Service
- Ms Nicki McKenna, Private Practice
- Dr Jon Rampono (Psychiatrist), Head of Psychological Medicine, King Edward Memorial Hospital
- Ms Ann-Marie Loney, Acting Head of Psychological Services, Department of Child Protection
- Sonia Gianatti, Manager, Corrective Services
- Diane Brown, St John of God Hospital – Community Outreach Service
- Prof David Vicary, Adjunct – Curtin University

Psychology Board of Australia

The new national registration and accreditation scheme is now in effect with many new obligations for registered psychologists and students.

Provisional Registration

Post graduate students must now be registered as a provisional psychologist from the start of their higher degree.

The application form to apply for provisional registration is on the Psychology Board of Australia website [www.psychologyboard.gov.au](http://www.psychologyboard.gov.au). Information about obligations under the National Law and the National Board’s registration standards are published on this website and at [www.ahpra.gov.au](http://www.ahpra.gov.au) The $410 application fee has been waived for applicants applying before 30 June 2011. The annual fee is $390.

If you are not already a registered psychologist, you may only practice outside of university placements and use the term “provisional psychologist” with Board approval. Further information about the Board’s policy for working outside of placements and the application form can be found on the Board’s website.

Individuals completing APAC accredited postgraduate study offered by coursework (e.g. Masters, PhD with Masters Coursework) must complete ALL components of their degree and be on the graduation list before being eligible for General registration. You cannot apply for General registration until your thesis has been marked and passed. If you have completed and passed all degree components, including your thesis, you may apply for General registration before you have
formally graduated. You must arrange for the Faculty to forward to AHPRA your official academic transcript that shows completion of the qualification, and a letter from the Head of School confirming you are eligible to graduate.

**Endorsement**

Endorsement of a psychologist’s registration is a legal mechanism under National Law. Endorsement indicates that a psychologist has expertise in an advanced area of practice in addition to the minimum level of psychological training required for General registration. To be eligible for endorsement in one of the approved areas of practice a registered psychologist must have:

- a. an accredited doctorate in one of the approved areas of practice, and a minimum of one year of approved supervised full-time equivalent practice with a Board-approved supervisor; or
- b. an accredited masters in one of the approved areas of practice, and a minimum of two years of approved supervised full-time equivalent practice with a Board-approved supervisor; or
- c. another qualification that, in the Board’s opinion, is substantially equivalent to (a) or (b).

Please note that this information is current as of January but changes rapidly. It is your responsibility to check the PBA website frequently. The consequences of non-compliance are serious.

**FACILITIES**

**Computing**

The School of Psychology provides a computer laboratory for use of students. The lab consists of Pentium PC computers and a laser printer and is located in room 151 of Building 401. An account for each student is automatically created after enrolment and allows access to the Microsoft Office application (Word, Excel, PowerPoint), statistical (SPSS), and analysis software (Lisrel, EQS, NUDIST). The software is regularly updated. The laser printer operates on a cost recovery basis. The laboratory is open for general access between the hours of 8.00am to 5.00pm during the entire year.

**Psychology Test Library**

The psychology test library contains an extensive range of psychological tests. In addition, there are resources relevant to psychological assessment including books on assessment and treatment planning, audiotapes, videotapes, and facilities for computer-based interpretations of test results. Consulting rooms in the psychology clinic are available for conducting assessments. The test library is overseen by Dr Melissa Davis and the Psychology Test Library Committee. The library is staffed by a test library officer who will advertise the opening hours early in semester. Details on the library’s hours, holdings, lending rules, use of computer-based software, and guidelines for conducting assessments are available in a separate manual (**Psychological Assessment Manual**). The manual is given out to students at the beginning of assessment units or upon request at the psychology office.

**Curtin Counselling Service**

The Curtin University Counselling Service offers shorter-term counselling to students of the university at no charge. Students are encouraged to utilize the service if personal issues are
activated in the course of training. You may make an appointment by telephone or by going to reception at the Counselling Service. The telephone number is 9266 7850.

The Learning Centre

The Learning Centre offers free seminars and workshops for postgraduate students. These workshops focus on writing, doing a dissertation proposal, writing a dissertation and doing literature reviews. We highly recommend that students complete the Study Plus Postgraduate Program seminars. These seminars will strengthen your capacity to successfully complete a dissertation but will also greatly assist with all assignments. The link is http://learningcentre.curtin.edu.au/programs/

PROFESSIONAL BODIES ASSOCIATED WITH COUNSELLING PSYCHOLOGY

Association of Counselling Psychologists (Western Australia)

The Association of Counselling Psychologists (ACP) is a West Australian group, composed of Counselling Psychologists and students enrolled in our program. The general aim of the ACP is to promote Counselling Psychology in WA. The ACP is involved in a number of activities, such as: industrial issues, training opportunities, and peer consultation and support. Information about the ACP will be distributed during Semester 1.

Membership in Australian Psychological Society (APS)

Membership in APS is available once the Master of Psychology program is completed. Student Membership is available while enrolled in the Masters. Go to http://www.psychology.org.au for information and membership forms. There is a considerably reduced fee for student members.

College of Counselling Psychology of APS

Full members of the APS are eligible to join the College of Counselling Psychology. The college requires an appropriate masters degree and post-masters degree supervision in order to be eligible for full membership. Student membership of the College is available. See any of the staff for more information.
PROGRAM STRUCTURE
MASTER OF PSYCHOLOGY (COUNSELLING)

The programme for a full-time student is outlined below. Descriptions and unit outlines of all core units are enclosed at the end of this handbook.

Master of Psychology – Study Package 187204
Counselling Psychology Major – 307086

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<tr>
<th>Year 1</th>
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<td>311098</td>
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DISSERTATION
PSYCHOLOGY DISSERTATION PREPARATION

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<th>Lecturer</th>
</tr>
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<tbody>
<tr>
<td>Gillian Stevens</td>
<td>Gillian Stevens</td>
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Syllabus
The planning and implementation of a suitable applied research project, relating to advanced coursework completed by the student. This is to be presented as a dissertation in the format required under University regulations.

Learning Outcomes
On completion of these units the student will:
1. Have demonstrated the ability to plan, execute and report on a substantial research investigation at a publishable level.
2. Have demonstrated originality of thought and the ability to critically evaluate research literature.
3. Have demonstrated the capacity to carry out independent research.

Note: For ease of understanding, Dissertation 1 699-1 is termed Dissertation 1a, and Dissertation 1 699-2 is termed Dissertation 1b.

Requirements:

**Dissertation Preparation 1a:**
2. Submission of proposal by end of the 9th teaching week of the semester.
3. Approval of written proposal by counselling staff.

**Dissertation Preparation 1b:**
1. Submission of ethics proposal by end of the 2nd teaching week of the semester.
2. Collection of a substantial amount of the data.
3. Submission of Literature Review by the end of the 12th teaching week of the semester.

**Dissertation Preparation 2:**
1. Completion of data collection and analysis.
2. Review of draft one by your supervisor due by 7th teaching week of semester.
3. Review of draft two by your supervisor due by 9th teaching week of semester.
4. Any revisions completed, per feedback obtained from your supervisor.
5. The submission of the finished product by the 12th teaching week of semester.
Students will receive a “Pass” grade in each unit, if they have submitted the required documents by the due date and if the supervisor and/or examiner consider those documents to be acceptable.

Assessment
The following will apply. These statements are based on the usual situation where you are doing Dissertation 2 in second semester. If you are doing it in first semester then 30 May will be the relevant date.

1. If, at 31 October, your dissertation has been passed by the examiner, you will be awarded a **PASS** for Dissertation 2, at Board of Examiners.

2. If, at 31 October, your dissertation is still with the **examiner** you will be given an “Ongoing Assessment” (OA) for Dissertation 2, at Board of Examiners. This will be converted to a pass when a favourable examiner's report is received.

3. If, at 31 October, your dissertation is **not ready for marking** but (because of, for example, illness, bereavement or problems in data collection through no fault of your own) you have made satisfactory progress, a Deferred (D) may be given at the discretion of the Counselling Psychology staff. **Please note that a formal application for deferred grade is required. This should be submitted before the end of semester.**

   It is possible to **FAIL Dissertation 2** if satisfactory progress has not been made. To help us make this assessment we will ask you to write a brief progress report in which you describe:

   1. Where you are up to.
   2. The difficulties you have experienced that have slowed down your progress.
   3. The steps you are taking to overcome these difficulties.

This progress report will be considered by the Counselling Psychology staff before a grade is given.

If, at any stage of the dissertation process, you are having difficulty meeting deadlines we **STRONGLY** encourage you to bring this to the attention of the Counselling Psychology staff.

**Please Note**: Although every effort is made to have dissertations marked and processed in time for graduation in the following semester, it is not possible to guarantee that this will be the case. This is because of constraints on the availability of staff, and because students are often unable to make required changes within a very limited time period.

**Dissertation Examination Process**
The examination process begins with the project being reviewed by a staff member (**examiner**) other than the supervisor. Grades and required action are as follows:

- **Distinction**: Dissertation is bound after any minor changes are completed
- **Pass**: Dissertation is bound after any minor changes are completed
- **Pass with Revisions**: Dissertation revised and re-submitted for brief examination
- **Fail**: A “Fail” is given for the dissertation unit for that semester and the student meets with her/his supervisor to determine the next course of action
**Marking Criteria:**
The completed dissertation should:

1. Reflect a clearly defined research problem.
2. Demonstrate that the research is supported by a relevant review of the literature.
3. Utilise a research design that is appropriate to the stated problem.
4. Illustrate proper analysis of the obtained data.
5. Draw appropriate conclusions from the analysis of the data.
6. Make relevant recommendations based on the findings.
7. Propose further research ideas that might follow on from your research findings.
8. Be well written (grammar, spelling etc.) and presented in APA format.

**Grading System**
The following is the grading system that is used by examiners:

a) The dissertation should be classified as PASSED with DISTINCTION. That is, it is conceptually sound, well written and of consistently very high standard throughout. There is clear evidence of a high level of critical thought and theoretical integration.

b) The dissertation should be classified as PASSED. That is, it is conceptually sound, adequately written, but may have lapses in spelling and grammar. Critical thought and theoretical integration are in evidence, but at a lower level than distinction dissertations.

c) The dissertation should be classified as FAILED. That is, it is conceptually flawed, and poorly written.

**Dissertation Requirements**
1. The dissertation must not have been submitted previously as a requirement for another degree. However, similar methodology may be adopted if a new piece of research is carried out. New data must be collected during the course of the Masters carried out at Curtin.

2. Students are encouraged to carry out research where they already have contacts or resources, such as the student’s place of employment. However, the research carried out and presented as the dissertation must be an original piece of work. For example, if you are already carrying out a research project in your position as Research Assistant, you might develop an additional area of interest with specific hypotheses, and collect these data at the same time. However, a research project that has been designed and developed by others must not be presented as your dissertation proposal.

3. You may analyse data that has already been collected, but you must show that you have developed a specific research proposal and that you are using the data to explore your own specific hypotheses.

4. As with all pieces of work presented at Curtin, the student must abide by the plagiarism guide-lines. Please familiarize yourself with these prior to submitting any work. Academic disciplinary/plagiarism issues are referred to the School’s Disciplinary Committee.
5. The research project should be written up in the form of a dissertation, and should follow the guidelines set out in the American Psychological Association’s *Publication Manual* (6th edition).

**Dissertation Support Meetings**

A requirement of your enrolment in the first Research Dissertation unit includes attendance at Support Meetings while developing and working on your dissertation. Your attendance at these meetings is essential. Supervisors are unable to give individual time to those students who do not make maximum use of class time. You need attend these meetings only while you are enrolled in Dissertation Preparation Ia.

Dissertation meetings are held fortnightly throughout semester 2 on Thursday, 2pm – 4pm. They will provide you with information that is directly relevant to the development of your proposal, and later work on your dissertation. Ethical issues and information regarding development of the Ethics proposal, as well as structural information on writing a proposal are covered.

**Supervision**

Part of your early deliberations in choosing a supervisor should involve a visit to your adviser who will help to clarify your supervisory needs. If you are stuck for dissertation ideas you may wish to approach various other members of staff if you: (a) have a few general areas of interest and wish to discuss these with one or more members of staff or (b) wish to join an ongoing research project being carried out by a staff member. The primary dissertation supervisor must be a Curtin staff member, however, students may also have an external supervisor or adviser.

The ideal is to begin thinking about your research area a few months prior to developing the proposal and carrying out the research. Organise a supervisor, then work together in developing the plan of research and the research proposal. It is typical for supervisors to offer more intensive advice at this phase of development, through to submission of the proposal. It is most effective to plan a regular meeting throughout the process of research. It is important that you select a supervisor with whom you can work effectively. It is useful to discuss supervision styles and see how they fit in with your working pattern. For example, a good fit would be a supervisor who is comfortable with weekly meetings, and a student who likes regular contact and discussion. A bad ‘fit’ would be a supervisor who lets the student set the pace (meetings etc), with a student who prefers a more structured, consistent working relationship (or who knows they need a bit of pressure!). It is important to consider supervisor availability with regard to long service leave and study leave.

**Supervisors**

The role of supervision is to provide academic guidance, advice and support for the research dissertation to be prepared by the student. It is expected that the supervisor will assist with directing the student to appropriate reference reading, discuss the theoretical and practical issues associated with the development of the proposal and carrying out the research, and provide feedback on draft copies of the proposal and dissertation. Supervision should occur regularly, the frequency depending on the phase of the research. For example, meetings may be an hour a week in the early stages, reduce to half an hour every two weeks as the data are being analysed and the dissertation written up. It is expected that the supervisor will provide feedback on no more than two written drafts of each section of the dissertation. **All work is expected to be grammatically correct and presented in APA format.**

Once the student has completed the dissertation, it is marked. In the case of changes being necessary, it is expected that the student will liaise with the supervisor until the changes have been completed in a satisfactory manner and the final mark awarded.
**Test Library**
The Test Library stores a number of psychological tests and research instruments. When planning the research, it is advisable to check what is available in the Test Library, before sending away for questionnaires, surveys or other instruments. If you wish to use a particular instrument that is not available from the Test Library, there are a number of options: you may purchase the test from their own funds or approach your supervisor regarding the possibility of purchasing the test from research funds.

**Summary of the Dissertation Process.** Attendance at dissertation classes is assumed.

**Adviser**  Assists student with identification of the most appropriate supervisor, and early clarification of ideas

**Supervisor**  ASSISTS student to clarify ideas

**Supervisor**  Advises co-ordinator of student and topic

**Student**  Verbally presents proposal in class

**Student**  Submits written proposal to supervisor by 9th teaching week of semester 2. When student and supervisor are satisfied the proposal is distributed to the counselling staff for approval. The procedure is as follows:

**Student**  Provides two copies of the proposal to the supervisor if he/she is a member of he counselling staff, or otherwise to the dissertation coordinator.

**Supervisor or Dissertation Coordinator:**
Distributes written proposal to counselling staff

**Staff**  Considers proposal

**Supervisor**  Communicates the outcome of staff deliberations to the student

**Student**  Makes amendments as necessary and submits ethics proposal to supervisor by end of 2nd teaching week, in first semester of second year. Once approved and signed by supervisor, the proposal is submitted to the dissertation coordinator.

**Dissertation Coordinator**
Submits proposal for signature by Head of School and forwards document to the Ethics Committee.

**Student**  When Ethics approval has been given, proceeds with data collection

**Student**  Submits Literature review by end of 12th teaching week, first semester

**Student**  Collects and analyses data and writes first draft

**Student**  Submits finished first draft to supervisor by end of 7th teaching week of semester 2

**Student**  Submits second draft by end of 9th teaching week of semester 2

**Student**  Submits final product by end of 12th teaching week of semester 2
Supervisor  Submits dissertation to dissertation coordinator who arranges for final examination. Once returned, supervisor discusses examiner's comments with the student.

Student  Makes revisions as needed and submits amended copy to Supervisor. If revisions are approved, the student may have final copies bound.

Dissertation Coordinator submits final grade for dissertation.

**Dissertation Proposal**

The dissertation proposal is presented to staff for approval prior to submitting an ethics proposal and beginning the research. The proposal needs to demonstrate that the student understands the area of research he/she is undertaking (reflected in the literature presented), that an appropriate rationale for the research is offered, clear hypotheses and expected analyses have been considered, and a realistic timetable is offered.

The proposal should be 3 – 4 pages, single spaced (to save trees!), and include the following:

- Brief literature review
- Rationale for the study
- Hypotheses or Research Questions
- Proposed Method, including Participants, Design, Apparatus/Measures, Procedure
- Proposed analysis
- Timetable for the project
- References

When the student and supervisor are satisfied with the proposal, the student submits 2 copies to the supervisor (if a counselling staff member) or dissertation coordinator (if supervisor is not a counselling staff member). These copies will be distributed to counselling staff members for review. The supervisor or dissertation coordinator then provides feedback to the student. If necessary, the student may be asked to revise and resubmit the proposal.

Feedback to the student concerning the proposal will be along the following guidelines: ‘Approved’, ‘Approved: make minor changes to the satisfaction of the supervisor’ or ‘Resubmit: make suggested changes and resubmit to the counselling staff for approval’.

If undertaking a quantitative study, students are encouraged to consult with the statistical expert associated with the program (Dr Bob Kane) on research design, methodology and appropriate statistical analyses before submitting the proposal.

**Ethics Proposal**

An ethics proposal must be prepared in conjunction with the dissertation proposal. It is important to note that even if the student’s research has been approved by another institution (such as The University of Western Australia, Princess Margaret Hospital, Department of Justice), Curtin ethics approval must also be obtained prior to the research commencing.

An ethics proposal consists of your conceptual proposal plus Ethics Form A which is produced by the Human Research Ethics Committee and available on the web at the following address: [http://research.curtin.edu.au/forms/ethicsforms.cfm#HumanResearchEthics](http://research.curtin.edu.au/forms/ethicsforms.cfm#HumanResearchEthics)

In Form A, you need to tick the little boxes and fill in the big boxes. Your proposal needs to detail potential areas of ethical concern in your research, and indicate strategies for dealing with these. Please also attach your Participant Information Sheet, Consent Form, and any standard and non-standard questionnaires, including semi-structured interview protocols. Submit the entire document
to the dissertation coordinator who will have the forms signed off by the Head of School, and submit them to the Ethics Committee.

**Ethics approval MUST BE obtained prior to commencing any research.** Allow several weeks for approval to be granted. If ethics approval is not granted, the student may need to make some amendments before resubmitting the ethics proposal.

**Dissertation Completion**

All dissertations must be completed strictly according to the *Publication Manual of the American Psychological Association* (6th edition) with one exception (see 3. below). Detailed guidelines for manuscript presentation can be found in the manual – pages 41-59 are particularly helpful. It is strongly recommended that all students who are preparing their dissertations consult and study this manual carefully. Undue complications and delays can arise due to non-standardised presentation of manuscripts.

Also note:

1. The complete literature review is attached as an appendix. The review should be between 5 – 8 thousand words (20-30 pages) in APA format. Copies of measures used, etc. are also attached as appendices.
2. The completed document should be ready for immediate submission to an appropriate journal. This means that the body of the dissertation itself (appendices excluded) should not normally exceed 30 pages for a quantitative study and 40 pages for a qualitative study.
3. The article is written as though it has been published. That is, tables and figures are inserted as opposed to a notation of insertion.

**Binding**

Two permanently bound copies of the dissertation are required – one for your supervisor and one for the School of Psychology archives. Students usually order a personal bound copy as well. The student is responsible for organizing permanent binding of the dissertation. Binding is done through the University and usually takes no more than 2 – 3 weeks. The dissertation is bound in official School colours and is presented with a Curtin logo. Curtin requires that the supervisor or dissertation coordinator completes a form confirming completion of the dissertation and authorizing binding. See the dissertation supervisor for a copy of the form.

As spiral bound copies cannot be permanently bound, you must be able to print out a final copy of your dissertation once the dissertation has been marked and any revisions, if necessary, completed. Alternatively, you may pay to have the dissertation temporarily bound with a strip seal (at the Guild Copy and Design Shop), which can then be removed for the permanent binding to take place. In the case of revisions, you may then need to print out only the pages you change.

**Dissertation Policies**

1. Once the proposal has been accepted, the student continues to register for the dissertation unit (Psychology 699) unless leave of absence from the program has been granted.
2. One hundred credit points of Psychology 699 (Ia, Ib and II) must be completed. We would expect that most research would be completed within 3 semesters.
3. Supervisors may read two drafts of the dissertation and will specify the modifications required. If, after two drafts, major modifications are still required when the dissertation is submitted for examination, a fail mark will be given. *Please hand in earlier drafts with each subsequent submission.* Please check the timeline below for draft and completed dissertation due dates.
4. No drafts should be submitted that are not clear, coherent, grammatically sound, and in correct APA style. If the staff think that a draft is not up to standard, then it will be returned as is, but it will still count as a draft.

5. Dissertation drafts must conform to APA style, except for highly technical points. The example beginning on p.41 of the APA Manual covers almost every style issue. Consult the example first and use the rest of the Manual as needed.

6. When submitting a revised draft, include the previous draft with the reader’s comments, this will simplify reading of the next draft. After the second draft reading, the paper is revised and submitted for examination.

7. The examiner must pass the dissertation and corrections made before it can be bound and a grade submitted.

8. All expenses incurred in the course of the study as well as manuscript preparation are the responsibility of the student.

9. Once the proposal has been approved, the School is required to accept the final product, if there have been no deviations in the design or methodology and if it is well written. The fact that no significant results were obtained is not sufficient reason for a failure.

**Required Resources**

There are no set texts for these units, however all students are encouraged to refer to the following:


Notes circulated in Psychology 703 which pertain to the critique of a research article. These will provide a valuable checklist of points that must be covered in your manuscript.

A variety of articles that are made available on Blackboard (accessed through OASIS) to facilitate understanding of the research process and to assist with the development of a sound methodology.
Title page of the dissertation to be presented as follows:

INVESTIGATING THE HEALTH BELIEF MODEL: EXERCISE PARTICIPATION IN ADOLESCENTS

by

Student Name

This dissertation is submitted in partial fulfillment of the requirements for the degree of Master of Psychology (Counselling) at Curtin University

December, Year
MEMO TO BE OBTAINED FROM SUPERVISOR

To

From

Subject

Authorisation for thesis binding

Date

Cc

File

STUDENT NAME: ................................................... ..................................................

Surname                                      Given Names

THESIS TITLE: ........................................................................................................

Number of copies supplied

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Award Abbreviation (eg MPsyCh(Curtin)) ................................................................Year ..............

One copy to be retained by LIS

Yes □  No □

Number of copies to be despatched to School

Contact Name: ................................................... Phone No: ...................................................

Area:  School of Psychology & Speech Pathology

Method of Payment:

Invoice to School of Psychology & Speech Pathology □  Student to Pay: □

Authorised Signature: .................................................................
PSYCHOLOGY 701: PSYCHOTHERAPY SKILLS

<table>
<thead>
<tr>
<th>Unit Index Numbers:</th>
<th>311098</th>
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<tbody>
<tr>
<td>Tuition Pattern:</td>
<td>Seminar, 4 hours/week</td>
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<td>Credit Points:</td>
<td>25</td>
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<td>Unit Requisites:</td>
<td>Co-requisite Psychology 795</td>
</tr>
<tr>
<td>Unit Coordinator</td>
<td>Dr Jenny Thornton (Coordinator) (9266 7087) Room: 401: 310</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Gill Stevens (9266 3027 ) Room: 401.339</td>
</tr>
</tbody>
</table>

**Syllabus**

This unit provides an introduction to basic counselling and individual psychotherapy skills. The unit also develops skills in multimodal assessment, mental status examination, risk assessment and DSM-IV/ICD-10 diagnoses.

**Learning Outcomes**

On successful completion of this unit students can:

1. Apply psychological theory to the practice of individual psychotherapy
2. Conduct multimodal and DSMIV/ICD-10 diagnoses
3. Present evidence-based arguments for the importance of the working alliance within models of psychotherapy
4. Demonstrate the capacity to critically monitor/adjust the key therapeutic factors necessary for the development and maintenance of a sound therapeutic relationship
5. Demonstrate competence in basic counseling skills and interpersonal processes

**Unit Outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Unit Content</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Basic Counselling Skills/Interpersonal Process (weeks 1-8)</td>
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<td>11</td>
<td>Case Conceptualisation</td>
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<tr>
<td>12</td>
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</tbody>
</table>

**Self-Disclosure:**

Although participation in training exercises is required for this unit, no grading is associated with the participation. Self-disclosure of personal material is under the control of the participant. The class will be conducted in accordance with the APS Code of Ethics (2008) guideline on Privacy (A.4.b)
Psychologists avoid undue invasion of privacy in collection of information. This includes, but is not limited to:

(a) Collecting only information relevant to the service being provided; and
(b) Not requiring supervisees or trainees to disclose their personal information, unless self-disclosure is a normal expectation of a given training procedure and informed consent has been obtained from participants prior to training.

All trainees in the Master of Psychology (Counselling) have been informed that self-disclosure is a normal expectation of some of the units in the course, both at the selection interview and in written documentation. All trainees have signed a declaration indicating that they have given informed consent upon enrolment in the course.

Attendance and submission requirements

Three absences during the semester will require that the unit be repeated. The three absences includes absences due to illness. At the discretion of the lecturer, late attendance may be counted as an absence. Note that specified due dates and submission requirements may only be altered with the consent of the majority of students.

Assessment

Assignment 1 Activity Log – Due Every Week (ungraded)

In keeping with the aims of our programme, the goal of the log is to provide a forum for private reflection/reaction, integration of learning, and evidence of activity outside of class.

You are asked to hand in a weekly log (for perusal by staff only) that incorporates the following:

(i) Practice activities

This could include:
(a) examples of where you have used something from your reading or class activities with a client – feedback your own trepidations, thrills, client responses etc
(b) examples of general practice sessions with colleagues – feedback you received, difficulties, reflections in general

(ii) Reactions to readings (including any additional reading). In this section try to integrate this with your own clinical practice if possible rather than making it an intellectual exercise. If you find a great article – share it!

(iii) Reactions in general. Use this as a debrief from sessions (non content specific), a way of addressing personal strengths and weaknesses that you wish to focus on, a way of monitoring therapeutic “hooks” and examining the resultant implications for intervention.

Assignment 2 Video Assessment of basic counselling skills (15%)

Complete a 30 minute videotaped session (using a fellow student as client), demonstrating basic counselling skills. Include a one page critique by a peer and a one page self-reflection/critique. Please indicate where significant sections may be found on the tape.
Assignment 2 Marking Criteria: refer to video rating sheet (class handout)
Assignment 3  Essay (40%)

Choose a model of therapy with a particular psychological disorder/clinical presentation in mind.

(i) **Briefly** describe the disorder/presentation (including DSM-IV criteria where appropriate) (maximum of 1 and a half pages)

(ii) **Briefly summarise** the main psychopharmacological treatments (where appropriate) (maximum of half a page)

(iii) **Summarise** key assumptions and techniques of the model (maximum of two pages)

(iv) Present any existing research evidence on the effectiveness of the model. Critically evaluate this evidence in terms of the broader debate about evidence based practice (maximum of eight pages)

Please note: this essay should be double spaced and presented in APA format with special attention paid to grammar, spelling, sentence construction, and referencing.

Assignment 4  Video Assignment of interpersonal processes (45%)

Complete a 50 minute videotaped session (using a fellow student as client) demonstrating basic counselling skills and interpersonal processes. Include a one page critique by a peer and a one page self-reflection/critique. Please indicate where significant sections may be found on the tape. 
**Assignment 3 Marking Criteria: refer to video rating sheet (class handout)**

You must achieve a PASS for ALL pieces of assessment in order to pass the unit. Where grades are involved, late submission (without prior approval of the unit controller) will incur a penalty @ 5% per day, subtracted from the final mark.

Referencing Style

Students should use the Australian Psychological Association (APA) referencing style when preparing assignments. More information can be found on this style from the Library web site: [http://library.curtin.edu.au/referencing/index.html](http://library.curtin.edu.au/referencing/index.html)

Unit Texts

You will need to purchase the following textbooks in order to complete this unit:

PSYCHOLOGY 704: INDIVIDUAL PSYCHOTHERAPY

<table>
<thead>
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<th>Unit Index Numbers:</th>
<th>309529</th>
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<td>Unit Requisites:</td>
<td>Psychology 701</td>
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<tr>
<td>Unit Coordinator</td>
<td>Dr Jenny Thornton (9266 7087) Room: 401:310</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Gill Stevens (9266 3027) Room: 401.339</td>
</tr>
</tbody>
</table>

Syllabus

This course focuses on students' theoretical understanding and clinical skills at an advanced and applied level. Students are exposed to some of the major theoretical systems, including existential therapy, cognitive behaviour therapy, and psychodynamic psychotherapy. The class work will involve role-playing and working with clients, video taping, viewing of films and tapes, and didactic input.

Learning Outcomes

On completion of this unit students can:

1. apply advanced knowledge of specified major theories of psychotherapy to specific client problems
2. undertake an adequate model-specific case formulation
3. assess their own performance as a therapist
4. apply psychotherapy process skills and model-specific interventions
5. integrate their personal style with specific psychotherapeutic techniques
6. apply ethical principles in the practice of individual therapy

Unit Outline

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<table>
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<td>1</td>
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<td>11</td>
<td>Special Topic</td>
</tr>
<tr>
<td>12</td>
<td>Special Topic</td>
</tr>
</tbody>
</table>
Self-disclosure

Although participation in training exercises is required for this unit, no grading is associated with the participation. Self-disclosure of personal material is under the control of the participant. The class will be conducted in accordance with the APS Code of Ethics (2008) guideline on Privacy (A.4.b) Psychologists avoid undue invasion of privacy in collection of information. This includes, but is not limited to:

(a) Collecting only information relevant to the service being provided; and
(b) Not requiring supervisees or trainees to disclose their personal information, unless self-disclosure is a normal expectation of a given training procedure and informed consent has been obtained from participants prior to training.

All trainees in the Master of Psychology (Counselling) have been informed that self-disclosure is a normal expectation of some of the units in the course, both at the selection interview and in written documentation. All trainees have signed a declaration indicating that they have given informed consent upon enrolment in the course.

Attendance and submission requirements

Three absences during the semester will require that the unit be repeated. The three absences includes absences due to illness. At the discretion of the lecturer, late attendance may be counted as an absence. Note that specified due dates and submission requirements may only be altered with the consent of the majority of students.

Assessment:

1. Reading and participation
   Complete readings and participate in class discussions. You must be present for 80% of the unit. If you miss more than 2 sessions, for any reason, you will not pass the unit.

2. Existential case formulation (20%)
   You will be given a case study and will be required to complete
   i. A multimodal assessment
   ii. An existential case formulation (using a standardized format)

3. Existential video (30%)
   a) Videotape 2 psychotherapy sessions with a client (45 minutes each) demonstrating the existential model of psychotherapy. You may choose to submit either the first or second videotaped session for assessment purposes.
   b) Include a brief existential case formulation (no more than one page) and
   c) A one page summary of observations and reflections with (timed) notes referring to significant sections on the tape. Include notes from an observer (nature of observer will be discussed in class)
   d) DSM-IV assessment (provisional)

The sessions will demonstrate:

i. Basic listening and focusing skills
ii. Identification and clarification of major problems/issues
iii. Presentation of an existential formulation of the problem to the client
iv. Therapeutic interventions consistent with the existential model

The process of choosing individuals to act as clients should be discussed with lecturers prior to beginning the process.
4. CBT Case formulation (20%)
   You will be given a case study and will be required to complete
   i. A multimodal assessment
   ii. A CBT case formulation (using a standardized format)

5. CBT Video (30%)
   a) Videotape 2 psychotherapy sessions with a client (45 minutes each) demonstrating the
      cognitive behavioral model of psychotherapy. You may choose to submit either the first
      or second videotaped session for assessment purposes.
   b) Include a brief CBT case formulation and
   c) A one page summary of observations and reflections with (timed) notes referring to
      significant sections on the tape. Include notes from an observer (nature of observer will
      be discussed in class)
   d) DMS-IV assessment (provisional)

The sessions will demonstrate:
   i. Basic listening and focusing skills
   ii. Identification and clarification of major problems/issues
   iii. Presentation of a CBT formulation of the problem to the client
   iv. Therapeutic interventions consistent with the CBT model

The process of choosing individuals to act as clients should be discussed with lecturers
prior to beginning the process.

You must achieve a PASS for ALL pieces of assessment in order to pass the unit. Where
grades are involved, late submission (without prior approval of the unit controller) will incur
a penalty @ 5% per day, subtracted from the final mark.

Unit Texts:

Sons.

California: Brooks/Cole.

Skills and applications. London, UK: Sage

Additional Suggested texts you may like to refer to:

Belmont, California: Brooks/Cole.

Pacific Grove California: Brooks/Cole
PSYCHOLOGY 705: INTERVENTIONS OVER THE LIFESPAN

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<td>Seminar/Workshop, 4 hours/week</td>
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<tr>
<td>Unit Coordinator</td>
<td>Dr Lynn Priddis (9266 3297) Room: 401:313</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Dr Lynn Priddis (9266 3297) Room: 401:313</td>
</tr>
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Syllabus
This unit provides theoretical knowledge in counselling psychology and psychotherapy. It integrates knowledge of developmental psychology across the lifespan with key theoretical perspectives. The unit develops knowledge and skills in planning interventions for a number of specific developmental issues that are addressed as exemplars of each stage of the lifespan.

Learning Outcomes
On successful completion of this unit you will be able to:
1. Apply theory-driven case formulation, boundary setting, and contracting in clinical work.
2. Evaluate the relevance of developmental perspectives and recent neuropsychobiological research for counselling psychologists.
3. Explain the impact of neuropsychobiological research and perspectives on interpersonal relationships across the lifespan.
4. Discuss the history of the developmental perspective and articulate the implications of each theory for intervention parameters.
5. Locate a case in several frameworks, e.g. developmental period, developmental issue, existential issue, clinical issue, psychopharmacology
6. Consider multicultural and diverse perspectives when operating within a developmental framework

Unit Outline
1. Developmental theory and neuropsychobiological research -Introduction
2. Developmental theory and neuropsychobiological research
3. Developmental theory: Stage and single period models of development.
4. Developmental theory: Move to a relational model.
5. Developmental theory : Self Psychology
6. Developmental theory :Attachment Theory
7. Developmental theory : Evidence based assessment and intervention
8. Integration: Theory and research with casework in infancy
9. Integration: Theory and research with casework in childhood/adolescence
Assessment:

1a) Theoretical Summary (Pass/Fail)

To help prepare you for your first written paper, you are required to submit a two page summary containing the following:

i. A half page review of your chosen developmental theory

ii. A half page review of your chosen neuropsychobiological theory

iii. A one page synthesis of these two theories outlining how the neuropsychobiological findings have influenced our current understanding of your chosen developmental theory

1b) Written paper one: Integration of neuropsychobiological research with developmental theory (50%)

Advances in neuro-psychobiological research have implications for psychotherapeutic practice with clients across all stages of the lifespan. Although our clinical interventions are theory-driven, our understanding of such theories is continually being shaped by new research. Examples of new neuropsychobiological knowledge that has impacted psychotherapeutic practice include: the effects of trauma on the developing brain; the importance of early relationships for the development of cognitive and affective capacity; and new understanding of how people change (the neuroscience of psychotherapy). Review one relevant area of recent neuropsychobiological research and discuss the implications for a specific developmental psychological theory and clinical intervention. (Further guidance will be given in week 1; suggested references and some readings are available on FLECS Blackboard)

2. Written paper 2: Psychological Issue (50%)

Discuss a psychological issue that might be brought to a counselling psychology practice e.g. Traumatic stress disorder, Anxiety disorder, Eating disorder, Relational problems, Mood disorder, Problems Related to Abuse or Neglect. Connect this issue with a particular developmental period and describe how you understand this issue from a particular developmental theoretical perspective. Locate this in an appropriate classificatory system (DC: 0-3R or DSM 1V or ICD 10). Discuss casework parameters including psychopharmacological issues appropriate to the age period you have located this in.

3. Verbal Presentation (pass/fail)

Oral presentation of an aspect of the information you have gathered and integrated for either assignment 2 or assignment 3 as though you have been asked about the subject matter at a professional meeting. You are to give a concise and clear summary of your position and knowledge conversationally and authoritatively. This is to be of five minutes duration only and preferably without aids such as power point or overheads.
Unit Text:

Required Readings From:
e- reserve in Curtin University library, literature searches as required and from the following texts:

PSYCHOLOGY 706: GROUP PSYCHOTHERAPY

Unit Index
Numbers: 309533
Tuition Pattern: Seminar/Workshop, 4 hours/week
Credit Points: 25
Unit Requisites: Psychology 704
Unit Coordinator Dr Jan Grant (9266 7231) Room: 401:315
Lecturer Dr Lynn Priddis (9266 3297) Room: 401:313

Syllabus

This unit builds on student knowledge and skills developed in Individual Psychotherapy (Psychology 704) and extends these to working with common theme groups. Key models for understanding group processes are examined and practical skills in group leadership are developed. Students are encouraged to participate in group experiences and are involved in the planning of a common theme group in the community.

Learning Outcomes
Upon completion of this unit the students can:
1. Apply understanding of the major models of therapeutic work with small groups.
2. Design and lead or co-lead a common theme group.
3. Utilise understanding of small group dynamics to make effective group interventions.
4. Plan, run and complete a group analysis for therapeutic groups.
5. Design ongoing evaluations for small groups.
6. Apply ethical guidelines to group design and leadership, in particular relevant sections of the APS Code of Professional Conduct.
7. Use current research related to group processes and outcomes, to design a group.

Unit Outline

| 1 | Introduction to Group Psychotherapy | Sociometry in Groups |
| 2 | Facilitation Skills 1: Yalom and Existential approaches. Interpersonal Processes | Talking Groups |
| 3 | CBT and Schema Therapy Groups with Mood Disorders | Schema Theory Groups |
| 4 | Group Dynamics 1: Focal Conflict Model. | Student-Led Groups |
| 5 | Group Dynamics 2: Focal Conflict Model | Student-Led Groups |
| 6 | Group Dynamics 3: Projection and projective identification in groups. | Student-Led Groups |
| 7 | Facilitation Skills 2: Role theory; Warm-up, Basic sociometry in groups | Action Methods in Groups |
Assessment:

1. **Reading and Participation**
Complete readings and participate in class discussions. You must be present for 80% of the unit – this means that if you miss more than 2 sessions, for any reason, that you will not pass the unit.

Participate in class training exercises as a group member, and as a leader or co-leader. Although participation in training exercises is required for this unit, no grading is associated with the participation. Self-disclosure of personal material is under the control of the participant. Details of the group will be discussed prior to participation, and the group will be conducted in accordance with the APS Code of Ethics (2007) guideline on Privacy (A.4.b)

*Psychologists avoid undue invasion of privacy in collection of information. This includes, but is not limited to:*

   (a) Collecting only information relevant to the service being provided; and
   (b) Not requiring supervisees or trainees to disclose their personal information, unless self-disclosure is a normal expectation of a given training procedure and informed consent has been obtained from participants prior to training.

All trainees in the Master of Psychology (Counselling) have been informed that self-disclosure is a normal expectation of some of the units in the course, both at the selection interview and in written documentation. All trainees have signed a declaration indicating that they have given informed consent upon enrolment in the course.

2. **Observation of group process (20%)**
Using the within class group you are to observe a nominated session. You will be required to sit outside the group for this session and to take detailed notes of your observations. A brief (2-3 page) written paper outlining your observations and understanding of the group process is to be submitted. A guide for this will be provided.

Leadership experience (30%)
There are two parts to this assessment. In the first part you will be required to design and co-lead a 1.5 hour group. The second part of this assessment is to critically analyse the group processes and to submit this in a written form.

   i. The leaders will consider the current development of the group and individual, interpersonal, and group issues. General format and requirements for the leaders:
      a. Take total responsibility for the group, including room arrangement, beginning and ending the group on time and any other logistical needs.
b. The group should begin with leaders introducing the purpose or theme of the group and linking it to previous session, if appropriate.

c. This may be followed by some structured activities or a relatively unstructured group format. If you use structured activities, be sure and leave enough time for group processing and experience.

d. Each group experience will be followed by a critique and debriefing session with Lynn or Jan

ii. Critical analysis of group process and leadership experience.
   a. Brief rationale and plan for the group.
   b. Critical analysis
      • Contrast what happened in the group with what was planned
      • Consider the group process as it fits with one of the major models of group process discussed in class (e.g. Yalom, Whittaker).
      • Consider what you felt worked, what you might do differently next time, and what you would do next with this group if you were working on a long term basis

Maximum 10 pages double-spaced. Statements and conclusions should be supported (as much as possible) by references. Use APA Style (5th edition)

3. Proposed Community Group (50%)
Design a common theme group in the community. The report should demonstrate integration of theory with practice, in that the report would include citations from assigned readings or other sources where relevant. The report includes:
   i. Rationale for the group. Develop an argument that is based on both the current status in the community as well as the literature as to why such a group is important or relevant e.g. For a self esteem group for women define the problem area and its consequences, and how a group approach has been shown to be effective and why you might anticipate it will work in the current scenario.
   ii. Review of literature relevant to the group. Develop the above in more detail and across the international literature. Drawing upon published research on both thematic literature and the group-work literature.
   iii. Plan for the group. Give the size and composition of the group and how it is to be selected. Describe the length and format for the group and how this is linked to the learning and process objectives. Describe the overall design and give topic headings for each session. Provide detailed plans for 3 sessions. Indicate which therapeutic factors are important for this group and how they are to be developed.
   iv. Plan for evaluation of the group. What aspects will be evaluated and how. This must include participant feedback.
   v. Discussion of any anticipated limitations or difficulties in the design.

Unit Text

Additional Suggested Text:
NB: Both the above books are on closed reserve.
**Additional References**


PSYCHOLOGY 710: COUPLES AND FAMILY THERAPY

<table>
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<tbody>
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<td>Unit Requisites:</td>
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<td>Dr Lynn Priddis</td>
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<td>(9266 3297) Room: 401:313</td>
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<tr>
<td>Lecturer</td>
<td>Greg Chidlow</td>
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<td>(9266 7842) Room: 401.207</td>
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**Syllabus**

This unit builds on student knowledge and skills in individual therapy (Psy 701, 704) and interventions across the life-span (Psy 705) and extends these to the areas of family therapy and couples therapy. Key frames for examining interactional patterns and strategies for bringing about change are considered. It focuses particularly on developmental and attachment based approaches to couple and family therapy. Family life-cycles, the influences of parental style, history and distress on couple and family relationships and the bi-directional co-constructive nature of parent-child interactions are focal points of the unit. The unit develops knowledge and skills in couple, parent-child relationship and family assessment and interventions.

**Learning Outcomes**

On successful completion of this unit you will be able to:

1. Apply a critical understanding of the major models of family therapy and parent–child psychotherapy to their practice as a Counselling Psychologist.
2. Utilise a critical understanding of the key issues in working with couples and the rationale for intervention strategies in the practice of couples therapy.
3. Devise a framework for intervention with a couple, family and/ or parent /child.
4. Apply a critical understanding of relationship dynamics with regard to major issues such as domestic violence, stepfamilies, extra-partnership affairs.
5. Apply an awareness of key ethical issues often associated with such interventions.
6. Apply a preventative orientation to life span issues associated with couples and families.

**Unit Outline**

1. Family Therapy models: History and major models
2. Family Therapy models: Bowen Systems theory
3. Family therapy models: Family Life cycle.
4. Family Therapy models: Strategic and Systemic models of family therapy
5. Family Therapy models : Attachment and developmental models of therapy
6. Interventions: Family
7. Interventions: Family
8. Interventions: Parent-child
9. Interventions: Couples
10. Interventions: Couples
Assessment:

1. **Log book, Reading and Participation (Pass/Fail)**

   Complete readings and participate in class activities and discussions. You must be present for 80% of the unit – this means that if you miss more than 2 sessions, for any reason, that you will not pass the unit.

   Students are required to keep a log monitoring their own reactions to each topic area with particular emphasis on their own therapeutic "hooks" and implications for intervention. This will not be given a mark but must be completed and reviewed by the lecturer in order to achieve a pass in this unit.

   Although participation in training exercises is required for this unit, no grading is associated with the participation. Self-disclosure of personal material is under the control of the participant. The class will be conducted in accordance with the APS Code of Ethics (2007) guideline on Privacy (A.4.b) *Psychologists avoid undue invasion of privacy in collection of information. This includes, but is not limited to:*
   
   (a) Collecting only information relevant to the service being provided; and
   
   (b) Not requiring supervisees or trainees to disclose their personal information, unless self-disclosure is a normal expectation of a given training procedure and informed consent has been obtained from participants prior to training.

   All trainees in the Master of Psychology (Counselling) have been informed that self-disclosure is a normal expectation of some of the units in the course, both at the selection interview and in written documentation. All trainees have signed a declaration indicating that they have given informed consent upon enrolment in the course.

2. **Written paper 1: Critical Review of topic from the field of family and couples therapy (50%)**

   Choose a topic (e.g. alcoholism, sexual abuse, eating disorder, domestic violence etc), from within the field of couples, parent-child or family therapy and write a critical review paper. The paper should include a description and definition of the issue and a critical summary of the clinical and research literature with regard to this issue. Taking one model of therapy discuss this in relation to the chosen issue. Outline assessment issues and focus in depth on interventions for the identified problem from this one particular theoretical model. This paper will be marked with an emphasis on clarity, internal congruence, critical analysis of available research, and appropriate recommendations and conclusions that follow logically from the body of the paper (Limit 3000 words).

3. **Written paper 2: Family of origin Case study Choice of assignment 3a or 3b**

   3a Present a case study of an individual, couple or family you are currently working with (or have worked with). The case study should include
   
   i. an analysis of pertinent family of origin issues.
   
   ii. a discussion of the therapeutic impact these issues will have on future work with the individual/couple/or family, and how this will be incorporated within your own clinical perspective
   
   iii. an analysis of your family of origin issues that might impact on your therapeutic work with this case and steps you might take to manage these.
   
   iv. Include a genogram as an appendix
OR Assignment 3b

i. Prepare a report on your understanding of your family-of-origin. This can be as broad or as focused as you wish. The paper should:

ii. Demonstrate an application of theory to the task of understanding your family-of-origin dynamics.

iii. Identify ways in which you feel your family-of-origin experience has influenced you as a therapist.

iv. Describe steps you have taken, or would like to take, to increase your level of differentiation of self from your family-of-origin, or other changes you would like to make in your relationship with your family-of-origin.

v. Include a genogram as an appendix.

Unit Text:

Required Readings from:
e reserve in Curtin University library, literature searches as required and from the following texts:


Useful Journals:

- Infant Mental Health Journal
- Journal of Marital and Family Therapy
- Family Process
- Australian and New Zealand Journal of Family Therapy
- Journal of Family Therapy
- Zero To Three
PSYCHOLOGY 711: PSYCHOLOGICAL ASSESSMENT

<table>
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<td>Admission to Master of Psychology or PhD Counselling course or permission of the Unit Coordinator</td>
</tr>
<tr>
<td>Unit Coordinator</td>
<td>Dr Melissa Davis (9266 2601) Room: 401.330 email: <a href="mailto:m.davis@curtin.edu.au">m.davis@curtin.edu.au</a></td>
</tr>
<tr>
<td>Lecturer</td>
<td>As above</td>
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</table>

Syllabus

This unit provides students with the practical skills to complete comprehensive psychological assessments within adult and child clinical contexts. Students will learn skills required to select, administer, score and interpret the results of commonly used psychological tests, and to integrate assessment results and present findings in client-focused reports.

Learning Outcomes

On successful completion of this unit students can:
1. Integrate a number of assessment strategies in the completion of comprehensive psychological assessments.
2. Administer, score, and/or interpret the some of the most frequently used tests of intellectual functioning, personality and psychological/emotional symptoms in adults and/or children.

Unit Outline

<table>
<thead>
<tr>
<th>1</th>
<th>The art, science and ethics of psychological assessment</th>
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<tbody>
<tr>
<td>2</td>
<td>Assessment of Adult Intellectual Functioning I</td>
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<tr>
<td>3</td>
<td>Assessment of Adult Intellectual functioning II</td>
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<td>4</td>
<td>The Assessment report</td>
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<td>5</td>
<td>Assessment of children and adolescents I</td>
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<td>6</td>
<td>Assessment of Children and adolescents II</td>
</tr>
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<td>7</td>
<td>Assessment of Personality I</td>
</tr>
<tr>
<td>8</td>
<td>Assessment of Personality II</td>
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<td>9</td>
<td>Assessment of clinical severity and change</td>
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<td>10</td>
<td>Assessment of older adults</td>
</tr>
<tr>
<td>11</td>
<td>Assessment with Indigenous clients</td>
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<tr>
<td>12</td>
<td>Projective assessment</td>
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</tbody>
</table>
Assessment:

1. **Administration and scoring of a standardized test of intellectual functioning (20%)**
   Students complete a videotaped administration of a standardised assessment of intellectual functioning with a peer. Video-tapes and test protocols will be peer assessed for accuracy or administration, scoring and score computation.

2. **Child Psychological Assessment and Report (50%)**
   Students complete a psychological assessment of child client and present the findings in an integrated report.

3. **Adult personality assessment scoring and interpretative report (30%)**
   Students score and interpret a personality profile for an adult client and present the results in a written report of a maximum of 5 A4 pages.

Unit Text:


Other Useful Texts:


PSYCHOLOGY 795: PREPARATION FOR PROFESSIONAL PRACTICE

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<td>Gillian Stevens (9266 3027) Room: 401.339</td>
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Syllabus

This unit addresses issues related to the profession of Counselling Psychology, as distinct from other disciplines within the helping profession. It involves the study of factors that impact upon professional practice, such as personal beliefs and biases. In addition, the unit has a strong focus on professional ethics and the processes involved in the resolution of ethical dilemmas in the workplace.

Learning Outcomes

On completion of the unit, students can:
1. Clearly discriminate the profession of Counselling Psychology from other professions within the domain of Psychology and other mental health services.
2. Articulate their understanding of the issues that commonly arise in the therapeutic relationship, particularly those related to personal biases and stereotypes of marginal groups.
3. Identify and analyse professional ethical issues and develop appropriate strategies by which to resolve these issues.
4. Outline a preferred personal orientation to professional practice.

Unit Outline

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
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<tbody>
<tr>
<td>1</td>
<td>Psychology as a Profession Counselling Psychology in W.A.</td>
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<tr>
<td>2</td>
<td>Perspectives on The Helping</td>
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<td>3</td>
<td>Human Nature</td>
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<td>4</td>
<td>Character and Training</td>
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<td>5</td>
<td>Ethics – Introduction</td>
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<td>6</td>
<td>Ethics – The Law</td>
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<td>7</td>
<td>Ethics– Marginal Groups</td>
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<td>8</td>
<td>Ethics– Specific Issues</td>
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<td>9</td>
<td>Practice Competencies</td>
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<td>10</td>
<td>Working with Indigenous People</td>
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<td>11</td>
<td>Ethics Exam</td>
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<td>12</td>
<td>Supervision</td>
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This unit will be conducted as a weekly seminar and emphasise professional development as a Counselling Psychologist. Ethical awareness and competence will be particularly stressed. Topics will include the practice of counselling psychology in various settings, the development of personal awareness as it relates to: professional practice, inter and intra-professional relationships, contracting for supervision, and best practice and negligence. You will be asked to do a moderate amount of reading but do a great deal of thinking/reflecting. You will be required to actively participate in detailed and extensive discussion of the assigned readings. These should be read carefully and thoughtfully BEFORE class. Make notes and raise issues that provoked you or interested you. This unit provides an opportunity to refine your thinking and explore new ideas and boundaries.

Assessment

1. Written presentation of your personal philosophical orientation to practice, assessment and intervention (DUE TEACHING WEEK 10 – calendar week 11). This assignment will include the following sections (the maximum number of double-spaced pages for each section is indicated in parentheses):
   (a) What is your understanding about the nature of counselling psychology? What IS it? How does it differ from counselling? How does it differ from clinical psychology? (3 pages)
   (b) State your beliefs about the nature of people, indicating your thoughts on issues of free will, responsibility, and the origin of psychological problems (2 pages).
   (c) Describe your therapeutic stance, i.e. From what personal philosophical position will you enter into a therapeutic relationship with a person who has, or has not, requested assistance. Indicate what personal attributes will assist and hinder you in this process (3 pages).
   (d) Based on what you know so far, what theoretical system seems to ‘fit’ best with your personal style? Why? (1 page). (NOTE: Specific theoretical models of practice will be taught later in the course. This question requires reflection on the broader understandings and assumptions that underpin Cognitive Behavioural, Psychodynamic, and Humanistic/Existential models. If you have absolutely no idea about these, you will need to do some basic reading)
   (e) Refer to the previous discussions and indicate what types of ethical problems are likely to arise as a result of your assumptions about people and your personal orientation to practice (2 pages).

   In writing this assignment, you may use readings from 795, any other readings that you have found useful, and personal experience if appropriate. This is an opportunity to write and articulate what you really believe to be true about people and helping relationships. The document should employ APA style for referencing.

   Grade: Pass or Resubmit.

3. Complete an ethics exam which addresses issues of ethical knowledge, professional behaviour, and legal awareness. The exam will utilise a short answer format. The pass mark for this exam is 80%. Should you fail to achieve this mark, you will be required to sit a supplementary exam. (TEACHING WEEK 12 – calendar week 13)

   Grade: Pass, or Fail and repeat.

   All components of this unit must be passed in order to obtain a final “Pass” grade. If submitted work is considered to be substandard on more than two occasions, this will incur a “Fail” grade and the course must be repeated.
Unit Text

There are no required texts for this unit. Seminars will be based on readings that will be made available in the previous week.

Please Note: Students are responsible for accessing and reading the required literature prior to class. This literature may be found on the Blackboard site for the unit, which may be accessed through OASIS.
PSYCHOLOGY PRACTICUM 696, 697, 698: PRACTICUM PLACEMENTS
PSYCHOLOGY PRACTICUM 796, 797, 798

Learning Outcomes

The student, on completion of these practicum units, will demonstrate behaviour consistent with a beginning level of independent practice as a Counselling Psychologist.

Requirements:

The first practicum of the program will take place in the second semester of the first year and will generally involve two eight-hour days per week over 20 weeks. Attendance at the practicum class is also required. The second and third placements will be in the first and second semesters of the second year (if enrolled full-time) and will also involve two days per week. Over the three placements a combined total of 125 days should be completed.

Enrolled students of the University undertaking approved placement experience, may be covered under the University Personal Accident Insurance Policy and Public Liability and Professional Indemnity Insurance Policy. Please contact Melissa Bevan (9266 7279) with details of your placement dates prior to commencing your placement.

IMPORTANT NOTE: Failure to supply these details prior to your placement will be considered failure to meet the placement requirements.

Selection:

The selection of placements will be based on the requirement that each student experience a range of applied settings. Placement in areas with which the student has considerable familiarity is seen as an inappropriate use of training opportunities. Part-time students may be given approval to use their work settings for one practicum provided the work involved is relevant to a trainee Counselling Psychologist and appropriate arrangements can be made for suitable supervision.
Supervision:

If a placement is available the student will submit a written application to the placement superior, including a letter of introduction and appropriate CV (see Placement Manual). Students are expected early in the course to discuss a suitable plan of practicum placements with their adviser.

Following these consultations, the adviser will determine the specific availability of placements. The student will then meet with prospective placement supervisors for a detailed discussion of what experience is to be provided in the placement. Jointly they will write an agreement which specifies aims and objectives of the practicum, hours of work, skills to be gained, nature of supervised activities, reporting arrangements, responsibilities of supervisor and student, and methods of assessment. Each student will be allocated a University supervisor who will act as a consultant to the establishment and operation of the placement for that student.

The University supervisor may contact the placement supervisor at the time of agreement construction to expedite the process if required. There will be a mid-placement review of the placement between all three involved to determine progress, provide feedback, and make modifications to the practicum experiences if required.

The role and responsibilities of the placement supervisor will be spelt out in the contract. The University supervisor’s responsibility is to assist in the arrangement of the placement, to monitor the progress of the student and to assess, together with the field supervisor, whether the requirements of the practicum have been fulfilled at the final assessment.

Assessment Successful completion of all aspects of the Field Placement (100%) (includes class attendance for 696/796)

Completion of all aspects of the field placement is comprised of the following:

<table>
<thead>
<tr>
<th>Stage of Placement</th>
<th>Necessary tasks to be completed</th>
</tr>
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<tbody>
<tr>
<td>Prior</td>
<td>Evidence of Provisional Registration, Police Clearance, WWCC, and Insurance must be handed in to Melissa Bevan. Placements can not commence until these have been logged.</td>
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<tr>
<td>Continuous</td>
<td>Student completion of a Placement Diary, detailing all activities engaged in during the placement.</td>
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<tr>
<td>Week 4 of placement</td>
<td>Completion of the Supervision Contract Copies to Placement Coordinator, Placement Supervisor and University Supervisor</td>
</tr>
<tr>
<td>Middle of placement</td>
<td>Undertake a Mid-placement Review with Placement Supervisor and University Supervisor. Student to organise.</td>
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<tr>
<td>End of placement</td>
<td>Completion of the Field Supervisor’s Final Report (by Field Supervisor) Completion of End of Placement Summary (Part A and B) (Student)</td>
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IMPORTANT NOTE: Failure to supply a Supervision Contract by the fourth week of your placement will be considered failure to meet the placement requirements. Placement contracts can only be altered/changed in consultation with your Curtin supervisor. In addition, a copy of the contract (listing start/finish dates and a contact number) must be forwarded to the Dr Jenny Thornton by the fourth week of your placement. Failure to do so will be considered failure to meet placement requirements. Likewise, you must contact Melissa Bevan (9266 7279) as soon as you have confirmed the details of your placement. This information is necessary to provide cover for Personal Accident Insurance, Public Liability Insurance, and Professional Indemnity Insurance as enrolled students at Curtin University. Failure to supply these details PRIOR TO starting your placement will be considered a failure to meet placement requirements.


The final assessment at the completion of each placement will be determined by the contract having been met and by a report completed by the field supervisor on the student’s performance and skills. A number of areas of competency will be listed for the supervisor to indicate whether the student has performed satisfactorily or not.

Where the supervisor indicates significant inadequacies in the student’s performance and/or substantial sections of the contract have not been met, the student may be required to undergo further training for criterion to be achieved, although this is at the discretion of the University Supervisor in consultation with the Placement Supervisor. Failure to do this will result in failure in this practicum, although this should not be a frequent occurrence. The purpose of the mid-placement review will have been to remedy any ongoing problems or foreseeable shortfalls in experience or skills.

The student will be required to keep an ongoing diary throughout the placement detailing activities in which he/she has been involved. This will also contribute to the assessment process. The student will also be required to write a final report at the conclusion of the placement summarizing activities and learning outcomes.
PSYCHOLOGY 703: RESEARCH METHODS

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<td>Credit Points:</td>
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<td>Unit Requisites:</td>
<td>Admission to Master of Psych course or permission of Unit Coordinator.</td>
</tr>
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Unit Coordinator
Dr Robert Kane
(9266 7515), Room: 401. 204
Email: r.t.kane@curtin.edu.au
Lecturer
As above

Syllabus
RM703 reviews emerging strategies in applied psychological research. The emphasis is on research design rather than statistics. The unit consists of eight core modules, and three elective modules. Students are expected to complete all the core modules plus two of the three elective modules.

Core modules:
1. Pitfalls for new (and not so new) researchers.
2. Measuring, analysing and interpreting behavioural change.
3. Correlation and causal modeling.
5. The analysis of data from intact social groups and dyads.
7. Single-subject designs.
8. Developing screening instruments.

Elective modules:
9. Structural equation modeling (SEM).
11. Qualitative research methods.

This is an on-line unit, although two computer labs have been scheduled. The computer labs will show you how to use SPSS and LISREL to implement some of the statistical procedures discussed in the modules. One-on-one meetings are available by appointment.

Learning Outcomes
On successful completion of this unit, you should be able to:
1. Design and conduct research in applied settings.
2. Critically evaluate research publications and reports.
3. Appreciate the factors that affect the success of applied research.
4. Appreciate how research informs the practice of psychology.

Learning Activities
There are on-line reading materials for each of the 11 modules. You will have the opportunity to apply the knowledge that you have gained from these readings by:

1. Answering the carefully selected questions on each module.
2. Writing a research critique.
3. Participating in the computer labs.
Assessment

There is one assignment worth 40%, and an in-class test worth 60%. You need to obtain a total mark of at least 50% to pass the unit.

1. **Research critique (40%)**
   
   Select a recently published research study in your area of interest and write a critical review of the paper. The emphasis should be on the methodological adequacy of the study, and you should make recommendations on how the methodological flaws that you identify can be rectified.
   
   The critique (2000 - 3000 words), which must conform to APA Publications Manual (6th Edition) format, must be submitted to the School of Psychology office (or emailed to the unit coordinator) no later than 5pm on the due date. *A copy of the research paper must be attached to the assignment.*

2. **In-class Test (60%)**
   
   This is a closed book test. There will be two short-answer questions on each of the 11 modules (8 core modules plus 3 elective modules). Students should answer questions for all the core modules (16 questions), and for 2 of the 3 elective modules (four questions). Each of the 20 questions is worth three marks, giving a maximum total score of 60. Some of the questions may require longer answers than others, but no answer should be longer than about half a page. You have three hours to finish the test, so there shouldn’t be any time pressure.
PSYCHOLOGY 712: 
PSYCHOPATHOLOGY AND ADVANCED PSYCHOTHERAPY PROCESS

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<td>Coordinator</td>
<td>Unit</td>
<td>A/Prof Jan Grant (9266 7231) Room: 401:315</td>
</tr>
<tr>
<td>Lecturer</td>
<td></td>
<td>Dr Jenny Thornton (9266 7087) Room: 401:310</td>
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Syllabus
This unit addresses psychopathology through a thorough review of psychological disorders based on the DSM-IV and the ICD-10. It includes consideration of predisposing, precipitating, perpetuating and protective factors. Psychopharmacology will be addressed in relation to each of the disorders. In addition, the unit addresses some of the more advanced psychotherapy skills and concepts that are required for working with more complex client populations, including ruptures in the therapeutic alliance, defenses, transference, and counter-transference. Such psychotherapy processes are linked to understanding the personality structure, developmental processes, and psychopathology of the client, as well as the research on evidence-based practice.

Learning Outcomes
On Complete to this unit students can:
1. provide accurate DSM-IV/ICD-10 diagnoses of individuals with psychological disorders.
2. provide a complete case formulation including DSM-IV diagnosis, predisposing, precipitating, perpetuating, and protective factors, and treatment plan.
3. select and utilize treatments consistent with case formulations and based on the research literature regarding evidence-based practice.
4. work effectively with more advanced psychotherapy processes in their treatment of patients with psychopathology/complex clinical presentations.
5. identify appropriate psychopharmacological treatment(s) for each psychological disorder.

Unit Outline

| 2 | Working with advanced psychotherapy processes I. |
| 3 | Working with anger, hostility, resistance. |
| 4 | i) Working with advanced psychotherapy processes II; ii) Substance Abuse Disorders* |
| 5 | i) Working with ruptures in the therapeutic alliance; ii) Eating Disorders* |
| 6 | i) Personality disorders: Narcissistic Personality Disorder; ii) Personality disorders: Bipolar Disorder* |
| 7 |  | i) Personality disorders: Borderline Personality Disorder;  
|   |   | ii) Personality disorders: Antisocial Personality Disorder*  
| 8 |  | i) Working with transference and counter-transference in clients diagnosed with a personality disorder.  
|   |   | ii) Histrionic Personality Disorder*  
| 9 |  | i) Anxiety disorders: Panic Disorder;  
|   |   | ii) Anxiety disorders: Obsessive-Compulsive Disorder*  
| 10 |  | Posttraumatic Stress Disorder and Acute Stress Disorder  
| 11 |  | i) Mood disorders: Major Depressive Disorder;  
|   |   | ii) Psychotic Disorder*  
| 12 |  | i) Chronic Pain;  
|   |   | ii) Final Case Formulation  

**Assessment**

1. **Reading and Participation**
Complete readings and participate in class discussions. You must be present for 80% of the unit – this means that if you miss more than 2 sessions, for any reason, that you will not pass the unit. You need to participate in class training exercises. Although participation in training exercises is required for this unit, no grading is associated with the participation. Self-disclosure of personal material is under the control of the participant. The class will be conducted in accordance with the APS Code of Ethics (2007) guideline on Privacy (A.4.b).

*Psychologists avoid undue invasion of privacy in collection of information. This includes, but is not limited to:*

(a) Collecting only information relevant to the service being provided; and  
(b) Not requiring supervisees or trainees to disclose their personal information, unless self-disclosure is a normal expectation of a given training procedure and informed consent has been obtained from participants prior to training.

All trainees in the Master of Psychology (Counselling) have been informed that self-disclosure is a normal expectation of some of the units in the course, both at the selection interview and in written documentation. All trainees have signed a declaration indicating that they have given informed consent upon enrolment in the course.

2. **Assignment 2: Mental Health Disorders: Diagnosis and Treatment (60%)**
Select one of the following DSM-1V sub-categories of psychopathology:

Anxiety Disorders  
Agoraphobia  
Obsessive-Compulsive disorder  
Mood Disorders  
Bipolar Disorders  
Dysthymic Disorder  
Personality Disorders  
Histrionic  
Antisocial  
Schizoid  
Eating Disorders  
Substance Disorders  
Alcohol Related Disorders  
Poly-Substance Disorders
Psychotic Disorders
Schizophrenia
Delusional Disorder

The assignment (approximately 4000-5000 words) consists of four parts.

i. Drawing on relevant literature, define the disorder and briefly describe predisposing, precipitating, and protective factors. Include information on psychopharmacology for this disorder.

ii. Discuss how you might approach the treatment of a client presenting with this disorder. Review relevant research and clinical literature to substantiate the reasons for your approach.

iii. Discuss any adaptation to psychotherapy processes that may be necessary to facilitate the efficacy of therapy with a client who presents predominantly with this particular disorder. Such suggested adaptations may include therapy processes, your own assumptions, your own internal responses, and the therapeutic frame or setting. If you have seen a client with this disorder, you may incorporate some of your clinical experiences to illustrate your discussion.

iv. Append a 2-page summary of your findings about the disorder to the end of your assignment. Write this with headings that other students/clinicians will find helpful and can easily follow if they were to see a client with this disorder. These summaries will be distributed to the whole group. Each student will do a twenty-minute presentation to the group summarizing the disorder and treatment implications.

3. Assignment 3: Case Formulation

i. Part 1 (No more than 3 pages) Utilizing a client from your placement or work, present a full case formulation. This should follow the case formulation presented in this unit and should include DSM-IV/ICD-10 diagnoses. Ensure you present a brief treatment plan at the end of the case formulation, using cited research literature on this particular disorder.

ii. Part 2 (approximately 10 pages) Then, focus on one of the following advanced psychotherapy processes: therapeutic alliance, empathic attunement, ruptures in the therapeutic alliance, transference, countertransference, projection, defenses. Define and discuss the therapeutic process with reference to the relevant clinical and research literature.

   a. Discuss how this process manifested itself in the therapy, how you dealt with it, and the impact on treatment. Give examples of this process in your discussion. Wherever possible, use actual excerpts from 1 or 2 sessions to illustrate the process at work.

   b. Describe what, if anything, you would do differently with this client, in light of your analysis of the therapeutic process which occurred and its impact on the client.

Unit Text:

Required Readings From:


SCHOOL POLICY ON STUDENT ACADEMIC CONDUCT

Introduction
A University is not just a teaching institution but may be described as a community of scholars where staff and students pursue knowledge through scholarship and research. It follows that within such a community truthfulness is one of the highest values. To falsify, misreport or distort the results of one's endeavours, or to present another's work as one's own, are the most serious misdemeanours that one can commit as a scholar. Misconduct of this sort is treated very seriously within the University context. Additionally, psychologists because of their research and work with human behaviour, have a particular responsibility to adopt honest and ethical practices.

While it is often obvious to students that certain types of behaviour, such as cheating in examinations, are examples of academic misconduct, there are some areas where what is unacceptable is not so clear.

This document represents the School of Psychology's policy on ethical student academic conduct. It is designed to make you aware of what behaviour constitutes misconduct and to detail the consequences of such behaviour. If, during the course of your studies, you are in any doubt about what is academically permissible, you should discuss the matter with your lecturer or tutor before submitting your work for assessment.

Examinations and Tests
Unless specifically stated by the examiner, books, notes, calculators, and other aids must not be taken into the examination room. Copying answers from another student's paper, or permitting another student to copy your answer, or endeavouring to communicate with another student during examination is cheating.

In respect to take-home tests the material returned must be entirely the students own work. Using the notes, calculation, computer print-outs, etc., of another student, or providing your own to another student are examples of collusion and this is misconduct. Collusion occurs when students work together, or exchange material, and then present this combined effort as if it were produced by each student individually.

Collusion needs to be clearly distinguished from cooperation, which is encouraged within the School. Discussing lecture material, text books, reference readings and other aspects of the course work can be a very effective way of learning and clarifying your own ideas. So long as you report what you have learned and present it in your own way you will not be guilty of collusion. How you learned the material is irrelevant, how you present it is vital. You must be the author and the expression of ideas must be your own.

Essays, Theses, Dissertations and Written Assignments
Plagiarism is a very serious form of academic misconduct. The penalties for plagiarism are severe.

Plagiarism occurs when the written work of another is presented as one's own. This written work may be from books, journal articles, or other published material or it may be another present or past students written work. Note that paraphrasing another's work is plagiarism. When you use the words of another person, as in a direct quotation or if you paraphrase an important point, or summarise the ideas of another person, you must acknowledge this by the appropriate use of citations, quotation marks and referencing. The key issue is
that you represent what you have written honestly. If in doubt seek advice from your tutor or lecturer.

The School of Psychology will respond vigorously to acts of plagiarism.

**Laboratory Reports and Data Collection**

It is clear from what has already been said that laboratory reports must be the product of your own activities. It is particularly important that all the statistical analyses are done by you. You may need assistance from other students or from your tutor in learning how to perform some calculation, or to run the appropriate computer program, but once you have learned these things you must carry out the analyses yourself.

When you are required to collect data it is extremely important that you keep strictly to the procedures described in the laboratory and that the data presented be reported accurately. Fabricating or misreporting data in any way is a very serious misdemeanour. The demand for honesty in research is paramount.

**Penalties**

Academic misconduct is treated very seriously in the University and particularly in the School of Psychology. If proven, penalties will be imposed. These will vary according to the magnitude of the misconduct.

The *minimum* penalty is a grade of zero for the submitted work. A grade of zero for the whole unit is a possibility for second or more serious offences. For repeated or particularly serious offences the student may be excluded from the School of Psychology or from the University.

**Procedures**

On detection of academic misconduct the student will be advised by the relevant teaching staff as to the nature of their misconduct. The relevant Unit Controller will be informed and a subcommittee of the Board of Examiners will investigate and determine the appropriate penalty. Where penalties are applied a record will be kept.

As is University policy, students have the right of appeal. The procedure is outlined in the Curtin University Calendar.
# PSYCHOLOGY JOURNALS AT CURTIN UNIVERSITY LIBRARY

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<td>Psychosocial rehabilitation journal</td>
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| State and mind: New directions in psychology                         | P 159.9 83944 | 1977-1988 60
DOCTOR OF PHILOSOPHY
(COUNSELLING PSYCHOLOGY)
General Introduction

Course Objectives

The Doctor of Philosophy (Counselling Psychology) course combines advanced professional training in counselling psychology with the opportunity to carry out a specialised research program at the traditional PhD level. This course prepares students for careers in the professional practice of counselling psychology, for research in counselling psychology, and for an academic career. The professional component of the course provides professional training to the ‘sixth year level’ (the standard required for membership of the Australian Psychological Society) and has been accredited by the Australian Psychology Accreditation Council (APAC). Its aim is to enable students to become thoroughly familiar with the theoretical and empirical knowledge base and skills required of a counselling psychologist in community counselling agencies, government departments, mental health and private practice.

Overarching outcomes

A graduate of the Doctor of Philosophy (Counselling Psychology) is:

1. A competent entry level scientist-practitioner of Counselling Psychology
2. An effective beginning level independent researcher in psychology

Specific learning outcomes

A graduate of the Doctor of Philosophy (Counselling Psychology) can:

1. construct an adequate psychological case formulation of their clients’ problems
2. think creatively and apply their knowledge to new situations
3. analyse problems logically from different theoretical viewpoints and resolve apparent conflict between different viewpoints
4. communicate effectively with individuals and groups
5. write effectively for clients, professionals, management and scientific publications
6. use evidence persuasively to construct and defend an argument
7. utilize therapy effectively with individuals, couples, families and groups.
8. establish and maintain a good therapeutic alliance with clients and repair ruptures in the alliance.
9. work therapeutically with strong emotion
10. select appropriate methods of therapy, depending on client psychopathology, personality, needs and wishes.
11. develop treatment plans for the treatment of psychological disorders based on clear and transparent contracting with the client.
12. utilize understanding of developmental patterns and dynamics in developing a case formulation and treatment plan.
13. accept responsibility and demonstrate initiative and leadership in developing counselling research skills
14. apply global perspectives and standards for counselling practice
15. apply global perspectives and standards in meeting the needs of ethnic and other minority groups
16. work both individually and collaboratively, accepting responsibility and direction as necessary to achieve effective team outcomes
17. abide by the code of ethics of the Australian Psychological Society
Course Entry Requirements/Prerequisites

The minimum requirement for admission to the Doctor of Philosophy (Counselling Psychology) program is an Honours degree (IIA or higher) or equivalent. Applicants will be evaluated on academic merit, referees’ reports, proposed course of research, performance in interviews, and relevant work experience. For students already/previously enrolled in the Master of Psychology (Counselling) course or equivalent, a high standard of performance in Master of Psychology units will also be required for entry into the program.

Introduction to the Program Structure

Endorsement of registration identifies practitioners with additional qualifications and specific expertise. Graduates are eligible to register with the Psychology Board of Australia and commence supervision for the purpose of gaining endorsement as a Counselling Psychologist.

Counselling psychologists provide psychological assessment and diagnosis, counselling and psychotherapeutic services to individuals, couples, families, children, and groups. Counselling psychologists are trained to work with a wide range of psychological difficulties and disorders. Counselling psychologists work with complex psychological problems and disorders such as depression, anxiety, self-esteem, eating disorders, post-traumatic stress and personality disorders. Identification and treatment of psychopathology is a significant aspect of the training and the professional work. Counselling psychologists also assist high functioning clients with challenging or prolonged difficulties, such as bereavement, intimacy issues, relationship breakdown, transition to parenthood, attachment issues, sexual abuse, adjustment to step-parenting, sexual assault, or involuntary redundancy. The central focus is the specialised applied training in psychotherapy process and interventions relevant to individuals, couples, families, parent-infant relationships, children, and groups.

Counselling psychologists enjoy a wide range of employment opportunities. Some are to be found in academic and research settings, although most are employed as practitioners in community and government agencies. A growing number are involved in private practice. Private practitioners who have met specialist title requirements may offer rebates from most leading health insurers and from Medicare.

TRAINING PHILOSOPHY AND TEACHING METHODS

The Doctor of Philosophy (Counselling Psychology) aims to develop the capacity to make effective interventions in a wide range of life difficulties and psychological disorders. Students are taught to respond empathically to clients’ predicaments and to develop intervention plans in collaboration with them. There is an underlying philosophical basis that emphasises the autonomy of our clients and respect for clients and the meanings they make out of their life stories. Thus, a significant component of the training is how to establish and maintain a strong therapeutic alliance and how to manage the ruptures that can occur in that relationship.

The capacity to make accurate diagnostic assessments of client functioning and psychopathology are a substantial part of the course; however the course aims to develop a stance toward client difficulties and psychological disorders which also takes into full account the health and resources of clients. There is also a strong emphasis on understanding the impact of developmental processes, including the impact of early life experience on functioning.
There are four essential components to the course, which aims to develop the capacity to:

1. critically evaluate and utilize research and theory to inform practice;
2. understand, assess, diagnose, and intervene therapeutically with clients;
3. reflect upon and use life experience, depth of self-understanding, and therapeutic experience in the service of the client.
4. undertake research in counselling psychology

To these ends, the course balances theoretical learning, research skills, psychotherapy skill development, and personal development. This means, that while some of the units are primarily theoretical, in many units there is a strong emphasis on experiential methods of teaching. This may involve such methods as role-plays, experiential exercises, action methods, live supervision, video, and exercises that aim to develop a high level of reflexivity. The course aims to produce a reflective practitioner who is able to intervene effectively with appropriate techniques, but who is also able to understand the moment-to-moment process of therapeutic work and their own role in that process. Class sizes are kept small, so there is plenty of opportunity for discussion and individualised learning. Some of the skills-based units have two staff members who are then able to give detailed and extensive feedback regarding the development of therapeutic skills.

The course is not based exclusively on any one theoretical orientation, since we believe that students should have a basic familiarity with the major approaches, including cognitive-behavioural, existential-humanistic, and psychodynamic. Although several specific models are taught, the programme is underpinned by a focus on the interpersonal processes in psychotherapy including the therapeutic alliance, because there is strong research evidence that these are central to all therapeutic work. The evidence base for psychotherapy, specific models, specific interventions, and the therapeutic relationship are comprehensively addressed. In addition to individual psychotherapy, there is also a focus on developing understanding and skills in the specific modalities of couples and family therapy and group therapy.

Duration and Availability

The course is available on a full-time (maximum of four years) and on a part-time (maximum of eight years) basis. Students are expected to spend eleven months per year on the program for the duration of the course.

Course Organisation

The program consists of three main components: course work, practicum placements, and a doctoral thesis. The coursework component provides training in counselling psychology. The practicum component comprises three professional placements (a total of 1000 hours). The research component is the most substantial part of the course, and represents almost three quarters of the total course of study.

General Information about the Program

The following is intended to provide information for students enrolled in the Doctor of Philosophy (Counselling Psychology) degree. The staff will attempt to keep you informed about changes in procedures and policy, but if in doubt, check with your advisor or any other core staff. Please note that changes are usually made to the curriculum on a yearly basis. You will need to obtain a current
course handbook from the School of Psychology office each year to keep track on any alterations that may affect your degree. Please note that it is a condition of admission to Curtin that students log in to OASIS (Online Access to Student Information Services) on at least a weekly basis.

**Professional Recognition**

The professional component of this course is identical to the Master of Psychology (Counselling) program, which is accredited by the Australian Psychology Accreditation Council (APAC). Because it incorporates the fully the accredited program, the course also satisfies the requirements for membership of the College of Counselling Psychologists of the Australian Psychological Society (APS).

**Course Expenses**

Students enrolling in this course may be awarded a RTS place or an Australian fee paying place. In the latter case, Curtin provides a full tuition fee waiver for a period of four years full-time equivalent study.

**Assessment**

Assessment includes a combination of class participation, written reports, case studies, substantive papers and formal examinations. All material must be submitted in accordance with Publication Manual of the American Psychological Association: Sixth Edition (2009) (http://www.apastyle.org). To complete the requirements for award of the degree, the trainee must pass each and every unit in the program.

**Recognition of Prior Learning (Curtin Courses Handbook) previously Advanced Standing**

Up to 200 credit points of advanced standing will be granted for comparable units taken in APAC accredited Masters and doctoral courses in Counselling Psychology.

**Policy on Plagiarism and Related Academic Conduct**

All work submitted must be the original work of students unless otherwise specified. All work must conform to the Curtin University and School of Psychology policies on Academic Conduct (see section on “Policy on Student Academic Conduct” on page 54 and Curtin University of Technology Policies on page 55 of this handbook).

**Management of Progress through the Program**

Each trainee will be supervised in her/his studies by a committee, composed psychology faculty. This committee may meet with the trainee from time-to-time and will monitor her/his progress through all facets of the program. The doctoral component will be monitored through the School Postgraduate Committee.

**Class Attendance**

The staff consider class attendance to be very important. Many of the core courses attempt to develop skills as well as knowledge. Your participation in skill development activities is essential and it is difficult to develop an optimum learning environment without consistent attendance and participation. The program is designed to accommodate working professionals, and all students have been asked to make suitable arrangements with their employer prior to commencing the course.
We will attempt to start classes on time, and if you are to be delayed we expect that you will notify one of the lecturers by phone. Three absences per semester in any of the core units (Psychology 704, 705, 706, 710, 712, 795) require that the unit be repeated. The three absences include absences in case of illness. For Psychology 796, two absences from the practicum class requires that the course be repeated. In other words, the staff consider the class experience as a significant part of the learning and absenteeism for any reason that constitutes three or more absences per semester, requires that the unit be repeated. At the discretion of the lecturer, late attendance may be counted as an absence.

Liaison with the Professional Community

A Course Advisory Committee meets regularly to confer on matters related to the Masters program. The Committee consists of the Counselling Psychology Faculty, student representatives, and senior counselling psychologists from major government and non-government employing agencies. Committee members are:

- Dr Sean Murray, Director, Curtin Counselling Service
- Ms Nicki McKenna, Private Practice
- Dr Jon Rampono (Psychiatrist), Head of Psychological Medicine, King Edward Memorial Hospital
- Ms Ann-Marie Loney, Acting Head of Psychological Services, Department of Child Protection
- Sonia Gianatti, Manager, Corrective Services
- Diane Brown, St John of God Hospital – Community Outreach Service
- Prof David Vicary, Adjunct – Curtin University

Completion of the PhD (Counselling Psychology), including the dissertation, is required for registration as a Counselling Psychology Registrar. Endorsement as a Counselling Psychologist will be granted after successful completion of two years of weekly supervision of full-time work in areas relevant to counselling psychology. Students may also apply for registration as a Counselling Psychology Registrar when they are deemed to have completed the equivalent of the MPPsych course. This means (i) completion of all coursework and practicums (ii) achievement of candidature (iii) submission of evidence of a published article in a peer-reviewed journal based on the PhD research or (iv) submission of a dissertation that would meet MPPsych requirements.

Facilities

Computing
The School of Psychology provides a computer laboratory for the exclusive use of postgraduate students. The lab consists of Pentium PC computers and a laser printer and is located in room 151 of Building 401. An account for each student is automatically created after enrolment and allows access to the Microsoft Office application (Word, Excel, PowerPoint), statistical (SPSS), and analysis software (Lisrel, EQS, NUDIST). The software is regularly updated. The laser printer operates on a cost recovery basis.

The laboratory is open for general access between the hours of 8.00am to 5.00pm during the entire year. After-hours access can be achieved by obtaining a student pass from the School of Psychology office.
Psychology Test Library

The psychology test library contains an extensive range of psychological tests. In addition, there are resources relevant to psychological assessment including books on assessment and treatment planning, audiotapes, videotapes, and facilities for computer-based interpretations of test results. Consulting rooms in the psychology clinic are available for conducting assessments. The test library is overseen by Dr Melissa Davis and the Psychology Test Library Committee. The library is staffed by a test library officer who will advertise the opening hours early in semester. Details on the library’s hours, holdings, lending rules, use of computer-based software, and guidelines for conducting assessments are available in a separate manual (Psychological Assessment Manual). The manual is given out to students at the beginning of assessment units or upon request at the psychology office.

Curtin Counselling Service

The Curtin University Counselling Service offers shorter-term counselling to students of the university at no charge. Students are encouraged to utilize the service if personal issues are activated in the course of training. You may make an appointment by telephone or by going to reception at the Counselling Service. The telephone number is 9266 7850.

Professional Bodies

Psychology Board of Australia

Completion of the program makes graduates eligible for full registration as a psychologist. To obtain the endorsement of Counselling Psychologist you must have completed the programme and undertake supervised practice for a further period of two years. Your supervisor must be recognized as a practicing and registered Counselling Psychologist. For further information please contact a staff member or the Psychology Board of Australia. (See page 9 for full details)

Association of Counselling Psychologists (Western Australia)

The Association of Counselling Psychologists (ACP) is a West Australian group composed of Counselling Psychologists and students enrolled in our program. The general aim of the ACP is to promote Counselling Psychology in WA. The ACP is involved in a number of activities, such as: industrial issues, training opportunities, and peer consultation and support. Information about the ACP will be distributed during Semester 1.

Membership in the Australian Psychological Society (APS)

Membership in APS is available once the program is completed. Student Membership is also available while studying.

College of Counselling Psychology of APS

Members of APS are eligible to join the College of Counselling Psychology. The college requires an appropriate postgraduate qualification and supervision in order to be eligible for full membership. See any of the staff for more information.
# PROGRAM STRUCTURE
## PhD (COUNSELLING PSYCHOLOGY)

The programme for a full-time student is outlined below.

PhD (Counselling Psychology) – Study Package 309510

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**Total** 800
DOCTOR OF PHILOSOPHY (COUNSELLING PSYCHOLOGY)
DOCTORAL THESIS - PSYCHOLOGY

Index No: 99173
Teaching School: School of Psychology and Speech Pathology
Content hours: 1.5 hours individual supervision per week
Credit Points: 575 pts
Unit Coordinator: Assoc. Prof. Clare Rees, 9266 3442
Email: c.rees@curtin.edu.au

Introduction

A Doctor of Philosophy (PhD) (Counselling Psychology) indicates that a student has contributed substantially to the knowledge or understanding in a field, and is capable of carrying out independent research. For the PhD in Counselling Psychology the project must have some relevance to counselling psychology. Doctoral research degree candidates should uncover new knowledge either by the discovery of new facts, the formulation of theories or the innovative re-interpretation of known data and established ideas.

The thesis research will be a program, which is practically oriented and useful in developing an effective understanding, providing for the application of solutions to problems associated with counselling psychology.

Subject to and in accordance with Curtin's Higher Degree by Research Regulations for Doctoral Degrees, a Doctor of Philosophy (PhD) in Counselling Psychology shall be awarded for a combination of a thesis and coursework in which the coursework component does not exceed one-third of the total doctoral degree program. In all cases the thesis must in the opinion of the Examiners be a substantial original contribution to the knowledge or understanding of clinical psychology and demonstrate the capacity of the candidate to conceive, design and carry to completion independent research.

University Entry requirements for a PhD

Graduated with or qualified for the award of the degree of Master within the University which requires the completion of a publicly available thesis or research project to an acceptable standard;
Or
Graduated with or qualified for the award of the degree of Bachelor with First Class Honours or Upper Second Class Honours within the University;
Or
(i) Graduated with a Bachelor's degree and completed a Postgraduate Diploma or its equivalent, or completed a Master's degree by Coursework, with, in both cases, a course-weighted average of not less than seventy percent within the University; and (ii) Demonstrated the capacity to undertake significant research;
Or
Obtained qualifications from another institution which are recognised by tertiary admission authorities in Australia and which are deemed to be equivalent to, or a satisfactory substitute for, any of the qualifications prescribed above;
Or
Enrolled in a research Master's degree for the equivalent of at least one semester full-time, and shown exceptional ability in the conduct of the early stages of the research project which is
clearly capable of being extended and converted to Doctoral level. Conversion of enrolment from Master's to a Doctoral program requires the approval of the Faculty Graduate Studies Committee.

**Selection of Potential Doctoral Students by the School**

In addition to the University application form, the School of Psychology and Speech Pathology requires applicants to submit examples of their previous research endeavours, together with academic references and a written account of their skills, objectives and motivations for undertaking the PhD (Counselling Psychology) program. The application also requires a brief description of the proposed research (maximum of two pages).

**Applicants are required to approach suitable staff members prior to submitting their application to determine if they are willing to be on the supervision team.** The Postgraduate Coordinator can provide information on who may be appropriate for a particular topic. Further information is provided on the School’s website (http://psych.curtin.edu.au/).

The application will be reviewed by the School’s Graduate Studies Committee, and/or other staff members considered appropriate for the applicant and their proposed area of study. Consideration of whether an appropriate supervisory panel can be provided, and whether facilities necessary for research in the area signaled by the applicant can be made available, will affect the selection of suitable postgraduate students.

The Federal government now funds postgraduate research places at each University on a complex formula with penalties for students who fail to complete and rewards for students whose completion is “timely”. The potential of the student to complete the thesis and the potential of the project to be done in the minimum time are considered when determining the suitability of a student to the program.

**Postgraduate Scholarships**

Full-time students enrolled in the PhD (Counselling Psychology) program who have first class Honours or the equivalent are eligible to apply for a Commonwealth Research Award (Australian Postgraduate Award; APA) or a Curtin University Postgraduate Scholarship (CUPS) for a three year period of doctoral study. The ‘equivalent’ of first class honours may be considered as one or more of the following: students who have achieved candidacy, published papers in refereed journals or demonstrated in other ways progress towards the PhD. Students can apply at any time throughout their PhD. Further information is available at the following web site: http://scholarships.curtin.edu.au/

External scholarships are also available from granting bodies such as: Healthway WA, NHMRC and the Australian Rotary Health Research Fund. For information on these, students should contact the University’s Research & Development Office, or visit the appropriate organisation’s website. Additional scholarships are also available from the School of Psychology and Speech Pathology.

**Forms for Postgraduate Studies**

As you progress through your postgraduate studies you will require many forms throughout the various stages of your program. These are available on the University website, at: http://research.curtin.edu.au/graduate/forms.html

These can be downloaded to a PC or Mac for completion. Forms are often updated and it is
much safer to download the most recent ones than to rely on ones that may have been printed off some time ago.

The forms that you may need include:

**Admission to PhD Programs**
- Request for Extension of Time to Submit Candidacy Application
- Application for Candidacy and Conversion -Higher Degree by Research
- Ethics forms from the Human Research Ethics Committee (HREC)
- Application for Variation to Candidacy Details - Nomination of Examiners
- Application for Leave of Absence and Enrolment Amendment
- Application for Conference Support - Doctoral Students

**Who Can Help**

**The Faculty of Health Sciences**
Dean Newman (9266-7652) is the Graduate Studies Administrator within the Faculty of Health Sciences.

**Postgraduate Coordinator**
The position of Postgraduate (PG) Coordinator is currently held by Assoc. Prof Clare Rees. The PG Coordinator is usually the Chair of the Thesis Committee for each postgraduate research student unless that person is a Supervisor or Associate Supervisor for the student. In this case, another Chair for the thesis committee is appointed from the School of Psychology and Speech Pathology staff. This is usually the Deputy PG Coordinator, currently Dr Neville Hennessey. If the PG Coordinator is unavailable for any reason, the Deputy should be contacted.

**Supervisor/Co-supervisor**
It is usually the student's responsibility to find a supervisor. However, if the student is unsure, the Postgraduate Coordinator may assist in making recommendations based on the research topic of interest. The supervisor must be a member of the academic staff.

**Associate Supervisors**
Associate supervisors can be either internal or external to the University. Associate supervisors external to the University must provide written confirmation of their willingness to take this role.

**Candidacy**

For general information on candidacy, refer to University guidelines:
http://www.curtin.edu.au/research/currentstudents/

Application for candidacy must be made within **six months** of initial enrolment for full-time students and **12 months** for part-time students. Students must apply for candidacy at both the School and Faculty levels. Candidacy at the School level must be approved before it is submitted at the Faculty level.

**Requirements for Candidacy at the School level**

Once accepted into the course, the students' first objective will be to produce a document consisting of:

**Abstract:** provide a half page explanation of the research in plain English.

**Objectives:** provide a clearly defined statement of the objectives of the research.
Background: provide the background to the proposed research program including a review of the literature that covers theoretical perspectives and previous research within the field you propose to study.

Significance: describe the significance of the proposed research program.

Research Method: include the rationale, hypotheses, methodology and analyses to be adopted in the research program.

Ethical Issues: provide a clear statement that demonstrates consideration of all ethical issues which may arise and the manner in which they will be addressed. Refer to the NHMRC National Statement on Ethical Conduct in Research Involving Humans, available at the following website:

Facilities and Resources: provide details of the facilities and resources required to complete the research. This includes a comprehensive annualized budget. Please note: the Head of School will not sign off on an application which has a large budget accompanied by the comment that external funding will be sought. In some cases, the budget is large because the project is part of an externally funded grant to the supervisor. In this case it is vital to spell out what questions are the intellectual property of the student and which were part of the supervisor’s grant.

Time Line: include the period from the beginning of the research to submission of the thesis.

References

This document must be in APA format (see APA publications manual). It should be no more than 35 double spaced pages excluding references. Sections 4 to 8 above should take up a larger proportion of the document than sections 1 to 3. The candidacy document must be given to the Postgraduate Coordinator for distribution AT LEAST two weeks prior to the candidacy presentation. If this does not occur, the presentation will be rescheduled for a later date. The document will be circulated to staff who are encouraged to provide feedback to the student and supervisor on any issues of concern prior to the candidacy presentation.

All staff and postgraduate students are invited to attend the candidacy presentations. These should take no longer than an hour. Students are given approximately 30 minutes to present their research rationale and methodology, followed by 30 minutes of question time. The aim of this presentation is to help the student towards a project that is achievable in the time and budget, and that will have little difficulties at the examination stage.

Requirements for Candidacy at the Faculty Level

Faculty candidacy is sought following approval of the project presented to the School of Psychology and Speech Pathology at the candidacy meeting. The initial candidacy document needs to be reduced by about half to 10 page (+ references/ single spaced) for presentation at the Faculty level. Details of the requirements by the Faculty and application forms are given at the following website:
http://research.curtin.edu.au/forms/

Once submitted, the applications are reviewed at the next DGSC meeting. If concerns have been raised, supervisors and students may be asked to attend this meeting. If they are not
present, then the School’s PG Coordinator can defend the proposal.  
NOTE: there are very clear deadlines for the DGSC meeting agenda to close. Not getting your application in on time may result in it being held over for another month. The deadlines for the next meeting will be discussed with you after your School candidacy presentation.

Ethics Approval

Ethical clearance must be obtained from the University’s Human Research Ethics Committee (HREC), preferably after the proposal has been approved by the Faculty for candidacy, as **NO research can be initiated until the project has received HREC approval.** The forms are available at the following website:  
http://research.curtin.edu.au/forms/ethicsforms.cfm

Research Seminars

**The Denis Glencross Memorial Student Conference**  
PhD students are required to make two presentations throughout the period of their studies at the Denis Glencross Memorial Student Conference, which is usually held in July. The first presentation is to be made once candidacy has been awarded and is of 10 minutes duration. The second presentation will be in the final months of study and be of 20 minutes duration. Masters students are required to make one 20-minute presentation towards the end of their studies.

**School of Psychology and Speech Pathology Research Seminars**  
Postgraduate students are also encouraged to attend the research seminars presented within the School of Psychology and Speech Pathology. These are presented periodically during teaching weeks at 12.00noon on Wednesdays in 401:329, the Psychology boardroom. Students will be notified of these via email.

**The Mark Liveris Health Sciences Research Student Seminar**  
This seminar is held by the Faculty of Health Sciences at the end of the each year. Students are encouraged to make an oral presentation if they are within 6 months of thesis completion, or present a poster if they are in the earlier stages of their research.

Resources

**Essential facilities**  
From 2011, PhD students will be situated in the Faculty of Health Sciences Student HDR Hub. This state-of-the-art research facility provides all PhD and Masters by Research students with desk space, computing and other essential facilities. The Hub is located within Technology Park, at Sarich Way. The University has invested 2.5 million dollars into creating this dedicated facility for HDR students. Students will be provided with access to a computer, which has appropriate software packages and internet facilities.  
*Test Library:* Psychological tests are available at the test library (room 114). The Test Library Officer’s phone number is 9266 3037.

**Research Funds**  
*School Funds:* Students have $1500 per year available for their PhD budget. Details as to which items can be included in the budget are available in the ‘Information for HDR’ booklet. A copy of the budget, once approved at candidacy, is given to Cindy Liew in the office, who is responsible for managing the PhD funds.
**Other Grants/Scholarships:** Relevant grants and scholarships are usually broadcast through email. Further information can be obtained from the Faculty office, or from the Office of Research and Development website: [http://scholarships.curtin.edu.au/postgraduate/current.cfm](http://scholarships.curtin.edu.au/postgraduate/current.cfm)

**Conference Support**
Doctoral students are encouraged to attend at least one conference throughout their studies. The School currently provides $1,500 (subject to change) towards the cost of this, and the Faculty provides $2,000. They must also provide a written report on the conference to the HOS within a month of their return from the Conference.

**School Requirements**
Once the student and supervisors consider that the thesis is ready to be submitted for examination, it must then be forwarded to the PG Coordinator for internal review by a staff member of the School of Psychology and Speech Pathology who is not the student’s Supervisor or Associate Supervisor. This is not an examination in the formal sense but more a means of letting someone who has not been involved with the project do quality control to decide if it is ready to go out for examination.

**University Requirements**

All thesis examination procedures are governed by the ‘Higher Degree by Research (HDR) Regulations for Doctoral Degrees’. These documents are available on the web at: [http://research.curtin.edu.au/graduate/hdrguidelines/thesissub.cfm#submitting](http://research.curtin.edu.au/graduate/hdrguidelines/thesissub.cfm#submitting).