



Australian  
National  
University

# Master of Clinical Psychology

## Program Handbook

2025

School of Medicine and Psychology

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# 1. GENERAL

This handbook sets out core information in relation to the Master of Clinical Psychology Program in the School of Medicine and Psychology (SMP) at the Australian National University. It is designed to be a reference and guide for prospective and current students and staff. Students should read the contents of the Handbook carefully and consult it regularly in order that they stay abreast of program requirements, policies, and processes. An important additional source of information for students is the Learning Management System [WATTLE](#).

In addition to this handbook, valuable information related to all stages of undertaking a Masters Advanced Program (which the Masters of Clinical Psychology is) in the College of Science and Medicine is available in the [Masters Advanced Programs - Thesis Handbook](#).

## 1.1. The Australian National University

The Australian National University (ANU) is located in Canberra, the national capital and part of the traditional lands of the Ngunnawal and Ngambri people. The ANU recognises the Ngunnawal and Ngambri people as the traditional custodians of this land and acknowledges and respects their past and continuing culture and the contribution they make to the city and region. Canberra is home to approximately 400,000 people and several national museums, galleries, cultural institutions, intellectual centres, and government organisations. It is also host to the Australian Institute of Sport and several professional and semi-professional sporting teams. The city is a national leader in parkland development, green energy, and education. In 2014, the Organisation for Economic Cooperation and Development (OECD) rated Canberra as the most liveable city in the world, and it was named the *Lonely Planet's* third best city in the world to visit in 2018.

The ANU was founded in 1946 and developed on a 146-hectare block of land, which is just a 10-minute walk from the CBD, surrounded by extensive native bushland, and adjacent to Lake Burley Griffin. Its founding mandate was to advance the nation's scholarship and research and to develop its intellectual and creative capacity to be in line with the best international standards. Since its creation, the ANU has expanded steadily and today has over 4,000 staff and 24,000 students, representing approximately 100 countries. Its ongoing aim is to generate world-class performance in fundamental, applied, and strategic research, scholarship, and creative activity in all fields represented at the University. Integrating research capacities into teaching is one of the ways the ANU provides a stimulating approach to teaching and learning. In the QS World University Rankings, the ANU has been ranked as Australia's leading university several years in a row, with the ANU currently ranked 34<sup>th</sup> in the world (2024 QS World Rankings).

## 1.2. The School of Medicine and Psychology

The School of Medicine and Psychology (SMP) is part of the ANU College of Science and Medicine, and has a strong complement of academic staff engaged in teaching

undergraduate and postgraduate programs in psychology. Psychology research in the School is conducted within three broad groups: clinical psychology, social psychology, and cognitive/perceptual psychology. Issues in developmental psychology are covered under all three areas and the biological basis of behaviour is studied separately in relation to cognitive psychology, perception, and clinical psychology. The School also has a strong teaching and research focus on psychological research methods and statistics.

The clinical psychology group in SMP currently has nine academic staff, all of whom hold teaching and research appointments. Professor Bruce Christensen is the Deputy Director and Head of Discipline of Psychology for the SMP and has extensive expertise in clinical psychology and clinical neuropsychology and research in the areas of psychotic, depressive, and anxiety disorders. The other clinical psychology group members have produced significant research in the areas of depressive, posttraumatic, and anxiety disorders (A/Prof David Berle and A/Prof Junwen Chen), eating disorders, obesity, and body image (Professor Elizabeth Rieger and A/Prof Kristen Murray), developmental psychopathology (A/Prof Dave Pasalich), emotions and psychopathology (A/Prof Amy Dawel), personality pathology (Dr Conal Monaghan), and social processes related to clinical and health psychology (Prof Tegan Cruwys).

### 1.3. Programs in Clinical Psychology

The SMP offers two postgraduate programs in clinical psychology:

- Master of Clinical Psychology (MCP)
- Doctor of Philosophy (PhD) (Clinical Psychology)

Across both of these programs, training is founded on the scientist-practitioner model. Within this framework, practice and research are equally emphasised and fully integrated, since both are considered core activities of clinical psychologists. Moreover, a central tenet of the scientist-practitioner model is that the integration between these two domains is advantageous beyond the sum of their parts. Therefore, the clinical psychology programs aim to prepare clinical psychologists to: (a) practice independently across diverse clinical and community settings; (b) conduct and utilise relevant research that informs the understanding and treatment of mental disorders; and (c) adopt a philosophy and approach that values life-long professional learning.

The MCP is a two-year (full-time) program of coursework, clinical placements (1000 hours), and research (focused on a thesis project of original research and culminating in a written report of at least 5000 words). This program is primarily designed to be the basic professional qualification in clinical psychology, but can also form the basis of a career in other areas in psychology and outside the discipline. Within psychology, graduates from this program have gone on to work as clinical psychologists, counsellors, forensic psychologists, neuropsychologists, health psychologists, organisational psychologists, sport psychologists, and psychology-relevant positions within diverse sectors such as the public service and non-government organisations (NGOs).

## 1.4. Administration of the MCP Program

The SMP has a number of people involved in the day-to-day administration and policy formulation of the MCP. These are:

### **Clinical Psychology Program Convenor** (Associate Professor David Berle)

The role of the Clinical Psychology Program Convenor is to provide leadership and oversight to the curricular and training, of the MCP and PhD (Clinical Psychology). In addition, the Clinical Psychology Program Convenor is responsible for strategic planning and for liaising with SMP administration and staff in order to monitor outcomes, refine operations, build capacity, and plan for the future of these Programs.

### **ANU Psychology Clinic Manager and Placement Coordinator** (Dr Helen Maxted)

The role of the Clinic Manager and Placement Coordinator is to manage the ANU Psychology Clinic, clinical training associated with the Clinic, and to coordinate the clinical supervision and placements of students in the MCP and PhD (Clinical Psychology).

### **Clinical Placement Officer** (Ms Alyssa Best)

The ANU Psychology Placement Officer assists the placement coordinator to oversee student administrative requirements on placement. The Placement Officer facilitates placement allocations and student tracking of placement progress, while working closely with placement sites to support the student placement experience.

### **Education Officer** (Ms Su Li)

The role of the Education Officer is to provide assistance and advice to postgraduate students in relation to the coursework and thesis lifecycle (admission, enrolment, fees, scholarships, prizes, program management, thesis submission, and graduation).

### **The Clinical Psychology Program Committee**

The Clinical Psychology Program Committee is the major source of review and decision-making for the MCP and PhD (Clinical Psychology) in the SMP. The primary role of this committee is to provide input to the Director of the School on the management and direction of all aspects of these programs.

This committee consists of:

- Clinical Psychology Program Convenor
- Clinic Manager
- Placement Coordinator
- All permanent academic staff in the clinical psychology programs
- All staff from the ANU Psychology Clinic and eTherapy Clinic. The roles and responsibilities of this team are to support clinical training, clinic operation, and student performance and wellbeing while students are completing placements in the clinics. The team provides updates to the Clinical Psychology sub-committee about

these matters and implements directives from the Clinical Psychology sub-committee as required (refer to [the Terms of Reference](#))

- Student representatives from each year (1-4) of the clinical psychology programs
- Relevant ex officio members as appointed by the committee

### The Liaison Committee

The Liaison Committee is the source of formal consultation between the clinical psychology programs and the community of clinical psychologists who provide supervision and future employment to students in these programs.

This committee is comprised of:

- The Clinical Psychology Program Convenor
- The ANU Psychology Clinic Manager
- The ANU Psychology Clinical Placement Coordinator
- The Head of Discipline of Psychology
- Representatives of Canberra Health Services and other placement agencies
- Student representatives from each year of the clinical psychology programs

## 2. ENTRY REQUIREMENTS

Entry into the MCP program is highly competitive and is based on consideration of the student's academic record, English Language Proficiency Requirements, work experience, and personal suitability. Applicants who only meet the minimum requirements (as indicated below) may be considered uncompetitive by the Selection Committee.

The admission requirements for the MCP program can be found on [Programs and Courses](#).

### 2.1. Application Process

**Table 1:** Application process for the Master of Clinical Psychology

CLINICAL PSYCHOLOGY PROGRAM APPLICATION FOUR STAGE PROCESS	
STAGE 1	applications are submitted ( <b>complete by 30 September</b> );
STAGE 2	complete and eligible applications are reviewed by Clinical Psychology Program Committee staff;
STAGE 3	successful potential applicants will be invited to attend a selection day (November);
STAGE 4	successful applicants will be offered a place in the program (early-late December)

Thus, offers of admission to the MCP will be made on the basis of a composite judgement of academic performance, clinical experience, and personal suitability for clinical practice, as determined by the Clinical Psychology Program Selection Committee.

Eligibility for provisional registration as a psychologist with the Psychology Board of Australia is a condition of entry into the MCP. The requirements and procedures for provisional registration can be accessed at the [Psychology Board of Australia's](#) website.

## 3. PERFORMANCE AND ATTENDANCE REQUIREMENTS

Entry into the MCP as a trainee is also entry into the Psychology profession as a provisionally registered psychologist. These roles carry with them a high level of expectation in regard to professional and ethical standards of conduct. The basic expectation is that you act professionally and maintain the highest standards required of a psychologist *at all times*.

### 3.1. Professional responsibilities

There are particular expectations of, and responsibilities for, trainee clinicians involving duty of care, properly dealing with the privacy and confidentiality of information, and making decisions in the best interest of those in your care. These issues should be foremost in students' thinking and behaviour in all roles within the program, from the treatment of clients and their families to interacting with research participants, collaborating with clinical and research colleagues, and when working alongside other professionals, program staff, academic colleagues, and fellow students.

Psychology Academic and Clinical staff will assist students to develop professional competencies in their coursework and during professional supervision. It is an obligation for all students to be familiar with various codes of practice and guidelines which assist psychologists in their professional and ethical decision making.

In particular, as provisionally registered psychologists with AHPRA, students must be informed by the [APS Code of Ethics](#) and [Psychology Board AHPRA policies and guidelines](#) when engaging in all activities associated with the MCP program. They should also be aware that there are legal obligations for health professionals, including psychologists, such as [mandatory notifications of suspected child maltreatment, abuse and neglect](#).

In addition to these clinical expectations, the [Responsible Conduct of Research Policy](#) also mandates that students comply with the requirements of proper research conduct ([The Australian Code for the Responsible Conduct of Research](#)) and research ethics ([The National Statement on Ethical Conduct in Human Research](#)).



Lastly, there are expectations for ANU students regarding behaviour and attitudes towards fellow students, staff, and members of the public in terms of respect, fairness, and integrity. The expectations for ANU students are outlined in the ANU [Student Code of Conduct](#) and the [ANU Discipline Rule 2021](#).

SMP expects ANU MCP students to meet these responsibilities:

- Actively participate and undertake all aspects of the MCP program efficiently, effectively, and to the best of their ability.
- Attend all classes, training events, and relevant meetings. Arrive on-time for every event.
- Notify school staff of any existing special circumstances requiring consideration prior to commencing courses / placements / and other activities associated with their program (i.e., personal commitments, health issues, and personal challenges).
- Actively participate in the learning process and take responsibility for their learning including ensuring they obtain adequate feedback on their performance from all staff / external supervisors.
- Ensure that all work is completed in a timely manner to satisfy assessment requirements of the University and supervisors.
- Ensure tasks or activities are completed within specified time limits when required so as to reduce or avoid risks to client safety and wellbeing.
- Be responsible for any accommodation and travel costs. In some cases, this may be subsidised or free.
- Provide contact details (i.e., email and mobile phone number) and be able to be contacted within a reasonable timeframe (i.e., within 48 hours), particularly during placement.
- Advise program staff members if they are involved in any incident whilst completing their program (particularly when on external placement).
- Be excellent ambassadors for the University and uphold standards of professional behaviour and presentation, including dress.
- Be respectful and polite in communications with all persons they interact with in their capacity as an MCP student.
- Provide client care under professional supervision only; practice in a manner that is safe, respectful of clients, and consistent with their level of competency.
- Act honestly and with integrity.
- Respect the rights, beliefs, and values of others.
- Discuss issues as they arise with supervisors / lecturers / other faculty staff members and act to resolve problems cooperatively.
- Seek assistance if they are not confident with any aspect of their learning / placements.
- Disclose any conflict of interest that may arise in relation to successfully undertaking or completing academic or clinical requirements of the degree program. This may relate, but is not limited to, any financial dealings or interests, participation in organisations, political parties or religious groups, which may influence clinical or academic decisions.
- Adhere to rules, policies, and procedures of the University, College and School, and any external placement organisation that they are involved in for their placements.
- Adhere to any and all:
  - legislative requirements;
  - occupational health and safety requirements;

- security requirements;
- confidentiality and privacy requirement.

## 3.2. Performance

The MCP program is a professional training program and the SMP has a responsibility to ensure that graduates complete all of their training requirements to a high standard. In this regard, the satisfactory and timely completion of all assessment procedures is necessary for the successful completion of the program. Specifically, students must satisfy **all assessment requirements in each and every component of the program, in order to be awarded the MCP. If a student's assignment does not meet competency standards following re-submission they will be required to repeat the course. If a student fails a clinical placement, they will be required to commence the placement from the start and demonstrate competency (it may not be the same placement setting) to pass the placement. Students will be placed on academic probation if they fail the same course twice. Students who fail the same course three times have not shown satisfactory academic progress and may be excluded from the program (see the [Student academic study load and progression policy](#) for details).**

The MCP is a professional training program and the School has a responsibility to ensure that graduates complete certain training requirements to a high standard. Both attendance and the satisfactory completion of assessment processes are necessary conditions for the successful completion of the MCP. High standards of academic and professional performance as well as ethical conduct are expected of all our students. All components of the MCP will be assessed. Students must satisfy course requirements in each and every component of the program (coursework, clinical placements, and research) in order for the degree to be awarded.

### 3.2.1. Assessment Tasks: Extensions and Penalties

Submitting assignments on time is one aspect of the professionalism required from all clinical psychology students. If extenuating or unforeseen circumstances (e.g., medical illness) prevent the timely submission of an assignment, the student is required to request an extension from the relevant lecturer via the "Request for Assessment Adjustment" link in the Learning Management System (LMS) for extensions of less than 10 working days or for assessment tasks with a weighting of less than 20%. If the requested extension is 10 or more working days and the assessment task has a weighting of at least 20%, the student must submit an [Extenuating Circumstances Application \(ECA\) via the LMS link \(Student assessment \(coursework\) Procedure\)](#).

### 3.2.2. Monitoring Performance

Your progress across the program will be discussed routinely by staff. Any concerns about your progress will be raised with you and plans put in place to help you overcome any difficulties.

Serious concerns about your development, such as failing or being at risk of failing a placement or course or changes to your program of study are discussed in the confidential sections of the Clinical Committee meetings. This is to allow for further supports to be discussed and approved. Extremely serious concerns about your performance/ professional

behaviour, that is if you are showing behaviour that is deemed notifiable by AHPRA, you will be subject to the same response that applies to any psychologist, which is notification to AHPRA.

### 3.3. Attendance Requirements

In accordance with expectations of professional conduct at all times, it is expected that students will attend all coursework, placement, and other specified training activities unless extenuating circumstances (such as illness or significant personal crisis) prevent them from doing so. Where students cannot attend (or have not attended) required activities, they are expected to notify the Course Convenor and/or Placement Coordinator ahead of time to provide an adequate explanation and, when available, documentation (such as a medical certificate in the event of illness) explaining their absence. Where absence requests are approved, staff will assign students with tasks or activities to complete in order to demonstrate competency. Students with an approved absence may ask a peer to audio-record a class they are missing (with the written permission of the presenter/s, as required by [ANU policy](#)), and should delete this recording as soon as the content has been reviewed. If absences are numerous or prolonged, students will be directed, at the discretion of the Course Convenor or Placement Coordinator, to inform the Clinical Psychology Program Convenor and discuss with them a plan to address the problem(s).

### 3.4. Student Welfare

The MCP also recognises that training to be a clinical psychologist is demanding and often stressful. Moreover, it requires consistent personal reflection and self-discovery, which are processes that can take an emotional and psychological toll. While most of our students find psychological practice exciting and rewarding, it is also complex, challenging, confronting, and sometimes draining. Collectively, these demands can stretch students' coping resources and they can find themselves in need of additional support. We encourage students to keep supervisors and the Clinical Psychology Program Convenor abreast of personal stress and challenges (to a degree that makes you comfortable) so that the relevant staff can best support and assist you in meeting these challenges. In addition, we believe that students often benefit from seeking outside psychological therapy from professionals. As practitioners and consumers of psychological services, we want to do our utmost to destigmatise the engagement of professional support and, instead, cast it as a positive, productive, and healthy response to dealing with stress and/or personal challenges. We will seek to provide tangible support to students in the form of adjusting program requirements, active listening and empathy, and assistance finding an appropriate health practitioner for additional support when needed.

## 3.5. Leave

### 3.5.1. Personal Leave

The procedures for taking a leave of absence from the MCP are more stringent than other programs at the ANU. This is because the students in the program have responsibilities to current and future clients while on placement and to ensure that students are fully supported in demonstrating the key competencies needed for psychological practice. Therefore, it is imperative that the School regulates and monitors the conditions of leave to ensure students are not missing out on key learning outcomes and also to ensure that the wellbeing of our students is monitored and managed. Students who need to miss any teaching or placement activities need to apply using the following process.

To take Personal Leave, students must complete the Application for Leave Form (under Candidature Management / Leave of Absence on the [Postgraduate Students page](#)), which must be endorsed by:

1. the student's research supervisor,
2. the Placement Coordinator to ensure there are no conflicts with clinical training,
3. the Course Convenor, if a student applies for annual leave during a period where coursework is ongoing,
4. the Clinical Psychology Program Convenor, who will normally seek approval from the Clinical Psychology Sub Committee.

### 3.5.2. Program Leave

MCP students adhere to the [Coursework Awards Rule](#) (28) for program leave.

A domestic student may take a leave of absence for a period of up to two years (or for consecutive periods of up to two years in total) by not enrolling in any courses. Instructions can be found [here](#).

International students must apply for leave via ISIS. Instructions can be found [here](#). Failure to re-enrol after the period of approved program leave will result in discontinuation from the Program.

**The School advises that all students considering taking a leave of absence discuss this with the Clinical Psychology Program Convenor before making any applications or changes to enrolment. Please ensure leave is approved prior to making any travel arrangements. Both the School and ANU do not recommend retrospective leave be approved.**

The Clinic implements a 'no-client' week in July each year. This is not leave, but a chance to keep abreast of notes and other paperwork during the inter-semester break.

## 4. PROGRAM STRUCTURE

The MCP program structure combines coursework, clinical placements, and research (see [Programs and Courses](#)).

### 4.1. Enrolment

The MCP is available as either a full-time or part-time program. However, given the structure of the program, preference is given to full-time students. Should a student be considering part-time enrolment, they need to discuss this with the Clinical Psychology Program Convenor. This allows a complete understanding of the impacts on their ability to complete their research course ([PSYC8301](#)) with appropriate supervision.

For the most part, clinical coursework will be conducted during normal working hours. While it is understood that, for financial reasons, some students may need to undertake employment while they are studying, such employment must not interfere with the student's progress in the MCP.

#### 4.1.1. Full-time

Students studying in semesters and non-standard sessions who are enrolled in 18 or more units (0.375 EFTSL or greater) in a Study Period are considered to be full-time students.

There are two Study Periods in an Academic Year:

Study Period 1 is 1 January to 30 June and comprises summer session, semester 1, and autumn session (for coursework) or quarter 1, semester 1 and quarter 2 (for research).

Study Period 2 is 1 July to 31 December and comprises winter session, semester 2, and spring session (for coursework) or quarter 3, semester 2 and quarter 4 (for research).

The MCP operates on the principle that a full-time program of study should be similar to full-time employment in terms of the time demands. At the ANU, "The average student workload is 130 hours for a six-unit course." ([Academic programs and courses accreditation procedure](#)). A full-time student completes 48 units per semester, this approximates a standard working week of 40 hours per week while enrolled in 48 units. Please note, however, that most students report spending substantially more time than this each week to receive high marks in individual assignments.

#### 4.1.2. Part-time

The preference is for students to continue full time; however, should a student be considering part time enrolment they need to discuss this with the Clinical Psychology Program Convenor. Students are advised to plan out a part-time study plan with the Clinical Psychology Program Convenor (see Table 3 for an example of a full-time plan).

Part-time candidature during the research project/thesis component is subject to the approval of the Delegated Authority (College Sub-Dean) on the recommendation of the Clinical Psychology Program Convenor; confirmation will be required that the workload and the time allocated to complete the work are comparable to the requirements for full-time students.

## 4.2. Study Plan

The approved program requirements for the MCP are published on [Programs and Courses](#). Table 3 details the study plan for this program.

**Table 2:** Study plan for a full time student in the MCP from 2025.

Year	Semester Standard	Clinical Coursework	Semester (Non Standard)	Clinical Placement	Research Project
Year 1	Sem 1	PSYC8101 (12 u)	Autumn	PSYC8201 (6u)	PSYC8301 (6u)
	Sem 2	PSYC8102 (12 u)	Spring	PSYC8202 (6 u)	PSYC8301 (6 u)
Year 2	Sem 1	PSYC8103 (12 u)	Summer	<i>PSYC8203 (6 u)</i>	
			Autumn		<i>PSYC8301 (6 u)</i>
	Sem 2	PSYC8104 (12 u)	Winter	<i>PSYC8204 (6 u)</i>	
			Spring		PSYC8301 (6 u)

## 4.3. Clinical Coursework

Regarding clinical coursework, each individual course may be comprised of a number of modules. In such cases, the formal result of the course is based on the combined results of the associated modules. Unsatisfactory performance in any module will result in overall failure of the relevant course.

The courses comprising the coursework component of the MCP cover a wide range of practical and theoretical issues in contemporary clinical psychology. The coursework covers topics in the areas of psychological research, assessment, and interventions, as well as professional and ethical guidelines/legislation and conduct. A variety of teaching methods are used including didactic teaching, problem- and case-based learning, skills training, and external site visits.

Outlined below are the different areas covered at the different stages of training:

First year

- Psychological Assessment
- Psychological Disorders: anxiety disorders, depressive disorders
- Evidenced-Based Psychological Interventions
- Ethics and Professional Practice
- Child Psychopathology and Intervention
- Clinical Research Methods
- Contextualising Professional Psychology and working with Indigenous Clients
- Working in Multidisciplinary Teams

#### Second Year

- Psychological Disorders: eating disorders, psychotic disorders, bipolar disorder, personality disorders, and substance use disorders.
- Evidenced-Based Psychological Interventions (Cognitive Behaviour Therapy, Interpersonal Psychotherapy, and Motivational Interviewing)
- Clinical Health Psychology and Neuropsychology
- Psychopharmacology

In addition to the courses described below, several mandatory workshops will also be scheduled; these include 'Psychopharmacology for Psychologists' (which is formally a component in the "Neuropsychology for Clinical Psychologists" module), 'Working with Indigenous Clients', and 'Working in Multidisciplinary Teams'.

Detailed information about each of the modules listed below can be found in the course outlines distributed by Course Convenors and on the Clinical Psychology Program WATTLE site. The following are brief descriptions of each of the coursework modules.

#### 4.3.1. [PSYC8101](#) Clinical Coursework I

**Course Convenor:** A/Prof David Berle

##### **Modules:**

##### Psychopathology & Intervention I

Lecturer: A/Prof David Berle

Classes: 3 hrs/week

This module provides an introduction to clinical psychology, covering the major theoretical models for understanding the emotional disorders (anxiety and depressive disorders, and trauma- and stressor-related disorders) and the clinical interventions that are effective in treating these disorders. The module presents contemporary cognitive, behavioural, and emotional models of these disorders and the methods for their assessment and treatment. The module focuses primarily on an evidence-based integrative CBT approach to psychological assessment and intervention. In this course, students will engage in on-going reflective practice and will learn specific clinical skills and techniques including: (1) exposure therapy, (2) behavioural techniques, (3) cognitive therapy techniques, (4) emotion awareness training and (5) mindfulness-based skills.

##### Clinical Psychological Assessment



Lecturer: Prof Bruce Christensen

Classes: 3 hrs/week

The major aims of this module are to provide students with the basic knowledge and framework to conduct psychological assessment, including clinical interviews and psychological testing. The first part of the module will focus on building skills in clinical interviewing and hypothesis generation. The second part will focus on issues relevant to the interpretation of psychometric tests and psychological report writing. Application of these concepts will be considered in three areas of assessment: clinical diagnosis, intellectual functioning, and personality/psychopathology. Practical components are included such that students will be involved in planning, conducting, and reporting results of both intellectual and personality/psychopathological assessments. Assessable components include in-class practical exercises, essays, video-taped test administration, psychological reports, and overall class participation.

Integrated with the Clinical Skills Workshop, the module will also introduce students to practice in various forms of psychological assessment, including interviewing and testing.

### Child Psychopathology & Intervention

Lecturer: A/Prof Dave Pasalich

Classes: 3 hrs/week plus a 6-hour practical workshop

This module will introduce students to fundamentals in clinical theory, assessment, and intervention for common child and adolescent psychological disorders. These include: disruptive behaviour disorders and ADHD, depression, anxiety disorders, autism spectrum disorders, learning disorders, and other childhood disorders (e.g., enuresis). A developmental psychopathology framework will be used to examine the aetiology of disorders, and how to conduct family-based assessments and tailor intervention for children, youth, and their families. Assessment exercises will be largely practical, involving designing and delivering a case feedback session and developing a case formulation. Major clinical skills in conducting child and family therapy (e.g., CBT for children, rapport building strategies, child risk assessment) will be taught during a skills-based workshop.

### Ethics and Clinical Practice

Lecturer: Dr Mike Barry

Classes: 4 x 3.5-hour workshops (2 x half day workshops and 1 x full day workshop)

This module will address the ethical and professional practice issues required to be understood by Clinical Psychologists. Attention will be given to legal practice requirements (including the APS Code of Ethics and relevant legislation), record keeping, confidentiality, consent, professionalism (including internet presence), legal report writing, boundaries, child protection and mandatory reporting, and working with other professionals. Multiple examples of ethical breaches will be used to illustrate ethical issues in practice, and particular focus will be given to students demonstrating the skills and knowledge required to manage ethical dilemmas prior to commencing clinical placements.

### Clinical Skills Workshop

Lecturer: Dr Helen Maxted

Classes: 10 x 6 hr workshops & 2 x 1 hour Viva at the end of the course.

This is the applied-arm of the Clinical Psychological Assessment, Psychopathology & Intervention I and Child Psychopathology and Intervention modules. It is vital that students demonstrate an initial competence in being able to use specific professional/clinical skills, techniques or methods through practice (e.g., through small group practice or role plays with peers and instructors) and have received feedback on performance (e.g., through self-observation and evaluation, peer and instructor feedback) prior to commencing clinical and professional practice.

The primary learning modality of this module will be experiential. The aim is to provide students (through pre-class preparation, observation, small group activities, feedback and assessment) with further opportunities to discuss, practice and receive feedback on various clinical and professional skills. This module will parallel students' academic coursework in order to help facilitate the integration of academic learning into clinical and professional practice. The module will include an introduction to clinical and professional practice, and self-awareness and self-care. Attention will then be given to acquiring initial competence in Unified Protocol Cognitive Behaviour Therapy including basic counselling skills which underpin CBT (e.g., building and maintaining rapport), clinical interviewing, psychometric and risk assessment, case formulation, treatment planning, presenting assessment feedback to clients, providing psychoeducation and implementing core Unified Protocol and Cognitive and Behavioural Treatment techniques.

#### 4.3.2. [PSYC8102](#) Clinical Coursework II

**Course Convenor:** A/Prof David Berle

#### **Modules:**

##### Contextualising Professional Psychology

Lecturer: Dr Elizabeth Huxley

Classes: Five 1-day workshops

This module provides students with an opportunity to consider important contextual factors in psychological ethics, theory, research and practice with diverse populations over the lifespan. The module will address key determinants (e.g., social, structural, economic and interpersonal factors) and contextual factors (e.g., geographic and cultural) in mental health. Students will also have the opportunity to learn from a variety of guest lecturers and engage in a range of practical components in which they will extend their communication, interview and counselling skills to support appropriate interactions with people from diverse backgrounds.

##### Clinical Research Methods

Lecturer: Dr Seamus Donnelly

Classes: 2-3 hrs/week

The underlying philosophy of professional clinical psychology advocated in this program is the scientist-practitioner model. Essentially, this model argues that to be an effective and responsible professional clinical psychologist, scientific research should both inform and be part of one's practice. Thus, appropriate clinical research skills are viewed as an essential part of professional training in clinical psychology.

This module focuses on key ways that clinical psychologists apply research in their roles. These are, as; (1) consumers of new research findings; (2) evaluators of their methods and interventions (accountability); (3) scientific thinkers regarding clinical matters, with an integration of scientific methods into clinical practice; and (4) researchers producing and communicating new evidence from the clinical setting.

The focus of this module will be on research and statistical issues relevant to working as clinical psychologists. The 2025 syllabus will include the following content: knowledge and skills for using the research evidence to answer uncertainties arising from clinical practice (evidenced-based practice); knowledge and skills in the communication and dissemination of research findings to various audiences; knowledge and skills in the development of scales and measures relevant to clinical questions.

The module will cover clinical experimental designs (randomised controlled trials); utilising existing data including systematic reviews and meta-analysis; research strategies in applied settings (e.g., single-case design); research ethics with clinical participants; and advanced psychological measurement for scale development (item response theory; factor analysis).

The proposed assessment will consist of an evidence-based practice task that will require the student to develop a clinical question arising from their treatment of a client and describe the process and results of their search and analysis of the evidence base addressing this question. In addition, students will write-up the proposed design and methods for their research for their MCP/PhD thesis and present their proposal at the annual clinical research forum in November.

#### 4.3.3. [PSYC8103](#) Clinical Coursework III

**Course Convenor:** Prof Elizabeth Rieger

##### **Modules:**

##### Psychopathology and Intervention II

Lecturer: Prof Elizabeth Rieger

Classes: 3 hrs/week

This module will provide an overview of current theoretical, clinical, and empirical work on various psychological disorders, namely, (1) eating disorders (anorexia nervosa, bulimia nervosa and binge eating disorder) and (2) psychotic and bipolar disorders. The epidemiology, aetiology, psychological assessment, and interventions for these disorders in adolescents and adults will be covered. The module will be assessed via a series of skills-based demonstrations to ensure competence in the delivery of key interventions for individuals with these disorders, the development of a resource kit that can be used when

working with these populations, and an exam to ensure strong knowledge of the assessment and interventions for these disorders.

### Specialised Interventions

Lecturer: Prof Elizabeth Rieger

Classes: 2 hr/weekly

This module will focus on motivational interviewing and interpersonal psychotherapy (IPT), providing students with an understanding of the theoretical background underpinning these approaches and their implementation with a range of disorders such as depression and eating disorders. The module will be assessed via several skills-based demonstrations to ensure competence in delivering aspects of motivational interviewing and IPT, and a written reflection to determine competent understanding of the application of treatment techniques and the capacity to engage in self-reflective clinical practice.

#### 4.3.4. [PSYC8104](#) Clinical Coursework IV

**Course Convenor:** A/Prof David Berle

### **Modules**

#### Clinical Health Psychology and Neuropsychology

Lecturers: A/Prof Kristen Murray and Dr Lainie Hart

Classes: 6 hrs/week

This module will provide students with an overview of key psychological concepts, research, and practice in (i) clinical health psychology and (ii) neuropsychology. The focus of content in clinical health psychology will be on the psychological assessment, management and treatment of health behaviours and common chronic conditions such as cardiovascular disease, obesity, and chronic pain, the relationship between lifestyle behaviours, health and wellbeing, and psychological approaches to modifying these factors. The focus of content for neuropsychology will be on building theoretical and practical knowledge of a neuropsychological framework and practice generally and as applied to specific neurocognitive disorders and psychiatric disorders across the lifespan, as well as confidence and competence in utilising neuropsychological assessments and interventions in clinical psychology assessment and therapeutic work. Western ideals regarding psychometric testing are discussed and the APS Ethical Code regarding working with diverse populations is reviewed in class. The question of what it means to be culturally competent as a psychologist is explored and culturally diverse cases are discussed (e.g. congenitally deaf case presentation; CALD presentation). Psychological tools and instruments are critically reviewed in class with a cultural lens and tools developed for particular populations are reviewed. Both components of the module also provide opportunities to understand and develop competencies in interprofessional practice.

#### Psychopathology & Intervention III

Lecturer: A/Prof Amy Dawel

Classes: 2-3 hrs/week, plus a 1-day workshop

This module will provide an overview of current theoretical, clinical and empirical work on (1) personality disorders and (2) substance use disorders. The module emphasises theoretical approaches that support clinical case conceptualisation within the DSM-5 framework. The course also covers clinical assessment in detail, and reviews key evidence and skills relevant to treatment of these disorders (e.g., DBT for borderline personality disorder; CBT for substance use disorders). The module will also introduce students to e-therapy through a series of online exercises, plus lecture content. Assessment will be via an exam, a practical exercise and a clinical toolkit, to ensure strong knowledge of the course content.

## 4.4. Clinical Placements

In the first semester of first year, students will attend the Clinical Skills Training Workshop (every Friday) to prepare them for their first clinical placement. Students who are enrolled in the MCP program will commence placement in early to mid-late April in their first year with external placements being completed during the second year. In total, students will complete at least 1000 hours of clinical placements. Clinical placements are undertaken in the ANU Psychology Clinic and a variety of community- and hospital-based settings in Canberra or nearby country or other metropolitan areas. The allocation of placements is to be negotiated with the Placement Coordinator. For more information about clinical placements please consult the *Clinical Placements Handbook*.

The initial placement involves obtaining clinical competencies in adult, child/family therapy, group therapy, and intellectual/cognitive assessment. All students will complete a yearlong internal placement in the ANU Psychology Clinic before completing two supervised external placements. The external placements can vary in length, but are generally one semester long. The external clinical placements can be completed at various health, community, correctional, or private facilities in the ACT or interstate. Although the total amount of clinical placement is required to be 1000 hours, students enrolled in our MCP program typically complete more than this requirement. It is important that students engage in placements that will expose them to a range of populations, clinical presentations, and evidence-based treatment modalities. For each placement, students will receive the requisite proportion of supervision to placement hours (which varies according to the placement).

The protocols and procedures relating to clinical placements can be found in the *Clinical Placement Handbook*. All placements will be arranged through the Clinical Placement Coordinator. The availability of particular field placements may vary at any given time due to a variety of circumstances. Students must not directly approach external agencies to arrange a placement without the permission and involvement of the Placement Coordinator. Students will be invited to discuss with the Placement Coordinator the areas of their specific clinical interest; at this time, they will also be encouraged to share their ideas regarding possible clinical placements that they believe would enhance their professional and clinical development.

Various field placement opportunities throughout the ACT (and nationally) are provided across a diverse range of settings including (but not limited to) public and private hospitals, mental health services, community health centres, correctional services, educational facilities, military services, employee assistance programs, private practice, and not-for-profit organisations (e.g., Catholic Care).

#### 4.4.1. [PSYC8201](#) Clinical Field Placement I

**Course Convenor:** Dr Helen Maxted

**ANU Clinic Placement.** In this course students begin undertaking clinical work. This falls within the first six months of the first year of the program and comprises a year-long clinical placement in the ANU Psychology Clinic. Under the supervision of clinical staff, students are expected to undertake a range of professional, clinical, and administrative duties including cognitive assessment, group therapy, clinical assessment, case formulation, treatment planning, and individual therapy with child/family and adult clients as well as attend individual and group/peer supervision and professional development meetings. The placement is three days per week until the student has accumulated approximately 100 hours of client contact.

#### 4.4.2. [PSYC8202](#) Clinical Field Placement II

**Course Convenor:** Dr Helen Maxted

**ANU Psychology Clinic Placement.** Students will continue their clinical work as outlined in Clinical Placement I and will accumulate approximately 80 hours of client contact. Placement continues to be three days per week.

#### 4.4.3. [PSYC8203](#) Clinical Field Placement III

**Course Convenor:** Dr Helen Maxted

##### Clinical Placement III

Students will continue their clinical work by beginning a placement external to the ANU Psychology Clinic. This placement continues until the student accumulates approximately 110 hours of client contact.

##### Professional Practice III

1 hr/week

Students undertaking any external field placement are required to attend Professional Practice meetings that are held throughout the teaching semester. Students will be expected to present clinical cases from their placements and actively participate in the discussion of client management issues with their peers. Specific consideration will be given to discussing ethical issues arising during the course of clinical practice.

#### 4.4.4. [PSYC8204](#) Clinical Field Placement IV

**Course Convenor:** Dr Helen Maxted

##### Clinical Placement IV

Students will continue their clinical work by beginning a second placement external to the ANU Psychology Clinic for two days per week. This placement continues until the student accumulates approximately 110 hours of client contact.

##### Professional Practice IV

1 hr/week

Students undertaking any external field placement are required to attend Professional Practice meetings that are held throughout the teaching semester. Students will be expected to present clinical cases from their placements and actively participate in the discussion of client management issues with their peers. Specific consideration will be given to discussing ethical issues arising during the course of clinical practice.

## 4.5. Research Requirements

### 4.5.1. Thesis

A major requirement of the MCP program is the completion of an appropriate empirical research project, supervised by a staff member in the SMP (or affiliated Schools, Departments, and Institutes). The research component of the MCP program is represented by the enrolment in [PSYC8301](#). In this course, students will produce a thesis in the form of a clinical research project, with demonstrable clinical relevance. This thesis will take the form of one or more of the following:

- a program or service evaluation study;
- a study based on an experimental single-case-design;
- a systematic review or meta-analysis;
- a qualitative or quantitative study using primary or secondary data analyses;
- a traditional empirical research project;
- a capstone experience in which a question is posed, and evidence is gathered to answer that question.

### 4.5.2. Format

Students will begin work on the research project at the beginning of the first year in the MCP and they are expected to submit a journal article manuscript of at least 5000 words, with no maximum length, by the 31st of October in their second year. Students must also include a copy of the submission guidelines (e.g., Instruction for Authors) from the targeted journal in an Appendix of the written thesis. This will allow examiners to assess the length and formatting of the manuscript accordingly.



#### 4.5.3. Supervision

All MCP research is supervised by a staff member in the SMP (or affiliated Schools, Departments, and Institutes). Where the student's supervisor is not a member of the psychology clinical academic staff of the SMP, the student must have such a staff member on their research panel.

Students must submit a Confirmation of Supervision form (see Wattle for the form) **by mid-May**. This should be completed in consultation with the Supervisor. This form is to ensure the Supervisor is available for the entire period of the research project except for periods of less than two weeks and to assist students in understanding expectations of their research project.

Students can expect written comments on two separate drafts of their thesis from their supervisor(s). If a student has more than one supervisor, they may only receive written comments on a maximum of two drafts of their thesis, however this feedback is distributed (i.e., two markers who each read and comment one draft, or one supervisor who reads and comments on two drafts).

#### 4.5.4. Clinical Content

The research thesis to be undertaken by the student must always have demonstrable clinical relevance. The work may, for example, explicitly examine clinical phenomena. On the other hand, the work may examine how normative psychological hypotheses apply to clinical populations. Part of the reason that each project should have a clinical psychology staff member as either a supervisor or advisor is so that they can advise on the issue of clinical content.

#### 4.5.5. Thesis Submission and Examination

The MCP thesis examination procedure follows [College guidelines](#). The following outlines the process undertaken in the SMP for the examination of MCP theses:

- There should be at least two examiners for every thesis, comprised of an internal examiner (an academic staff member of the School) and an external examiner.
- The examining panel must not include the supervisor/s.
- As well as satisfying the requirements as set out by the university's policy on Conflict of Interest and Commitment, examiners must not have had a close involvement with the project and must not be from the supervisor's immediate research group.
- The assessment criteria, including grading descriptors and deadlines, must be available to students by the second week of enrolment (see [Appendix I](#)).
- The examiners will each provide a written report (approximately two pages) on the thesis.
- The examiners will submit independent marks and these will be averaged to obtain a total mark. However, if the difference between the examiners' marks is greater than 10%, the examiners will be required to discuss their proposed marks with each other and attempt to reach a consensus mark. This meeting will be organised and attended by the supervisor. During this meeting, the supervisor may be asked questions by the examiners regarding the student's performance during the research project. The



supervisor must then leave the meeting to allow the examiners to discuss their marks. If the discrepancy cannot be reduced to less than a 10%, a third examiner will be appointed. A supervisor has no authority to demand that a third examiner be appointed. The thesis mark will be calculated by (1) replacing one mark if following receipt of the mark there appears to be an outlier, or (2) as an average of all three marks.

- The final mark will be determined in an Examiners Meeting to which all examiners and supervisors are invited. The Chair of the Examiners Meeting must document the process undertaken for determining the final thesis mark if a significant divergence of views has occurred (e.g., divergent examiners' marks or when the supervisor disputes that the mark is appropriate). This report will be retained by the School, and provided to the College if the student appeals their final result.

#### 4.5.6. Thesis deposit and open access

On approval of the thesis the student submits an electronic copy of the thesis to the [ANU Digital Thesis Collections](#).

The thesis will be openly available in accordance with University policy on open access. If a student wishes to restrict access to all, or part of a thesis they can elect to do so, for up to 12 months, as part of the online submission process. If, after that period, a student requires an extension to that restriction they will need to make a new application.

For deposit of the digital version of the thesis the student provides the thesis in a single file, or alternatively:

- a) Any files in the original file format used to create the final version of the thesis (including still images, video, sound etc.)
- b) Separate files for any confidential material or, if the confidential material is throughout the whole thesis, a separate file for the whole thesis
- c) A pdf of all text portions of the printed thesis (excluding any confidential material)
- d) A list of all files - and software they were created with - that are contained in the package.

#### 4.5.7. Research Festival

All students in the MCP will present a portion of their research in the annual Research Festival. The Festival is an opportunity to hear about the research being conducted by postgraduates in the Master of Professional Psychology, MCP, PhD (Clinical Psychology), and PhD programs to receive valuable feedback on their own research, and engage in substantive discussion about research with their peers. In addition, the communication of research findings, ideas, and theory is an important skill for all clinical psychologists to develop. In this vein, the Festival aims to provide a secure and positive environment within which these skills can be practised and honed. The Festival is attended by postgraduate students, academic staff, and other interested stakeholders (e.g., placement supervisors). The requirement is a 10-15-minute presentation with an opportunity for the audience to ask questions and/or provide feedback. The day begins and ends with annual Student Keynote Addresses where graduates of the professional psychology programs and the PhD program are invited to present their thesis research and postgraduate journey in more detail. The structure of the Festival is intended to be similar to a professional conference. Participation is expected and clinical placement obligations or annual leave cannot be used to justify non-attendance. However,

PhD (Clinical Psychology) and PhD students who have given their final oral presentation are exempt from participation. The 2025 annual Research Festival will be held in **November**.

#### 4.5.8. Seminar Series

The SMP has a range of seminars which offer a collegial environment in which to deepen learning related to clinical practice and psychological research.

The SMP Seminar Series runs throughout each semester. It focuses on elevating research within SMP, with particular emphasis on highlighting the research conducted by HDR Students and Early Career Researchers. It also ensures regular opportunities for researchers external to SMP to present.

You are strongly encouraged to attend each of these seminars, which are interesting and relevant, and also allow you to participate in an important academic community to help to build a professional identity. Although attendance at these seminars is not mandatory, it is expected. An absence should be due to an unavoidable conflict.

Details of the SMP Seminar Series are circulated by email.

## 5. FEES

### 5.1. Fees (Australian/New Zealand Citizens and Permanent Residents)

### 5.2. Fees (International Applicants)

Information on indicative fees for international students is available from [Programs and Courses](#).

### 5.3. Registration Fees

Students are required to have provisional registration as a psychologist with the Psychology Board of Australia when they commence the MCP program. These fees may be considerable (see <http://www.psychologyboard.gov.au/Registration/Fees.aspx>) and their payment is the individual responsibility of each enrolled student.

## 6. SCHOLARSHIPS

The Australian National University funds and administers a range of scholarships for coursework students. It also administers scholarships that are provided by the Australian Government or sources external to the University. Some scholarships are open to applicants who are citizens/permanent residents of Australia and those who are nationals of other countries, whereas others are open to one or other category only. Information about the scholarships available at ANU can be found at: <https://study.anu.edu.au/scholarships>

## 7. CHANGING TO THE PHD (CLINICAL PSYCHOLOGY)

After commencement in the MCP program, students may wish to cease enrolment in the MCP and enroll in the PhD (Clinical Psychology) with credit.

Students who wish to do this must undertake the following procedures:

1. Meet with the Clinical Program Convenor to discuss the reasons for seeking a change of degree.
2. Develop, in consultation with the student's research supervisor, a detailed, written proposal which outlines a program commensurate with the requirements of the PhD. A copy of the proposal, together with a written statement of support for the change by the research supervisor, should be provided to the Clinical Psychology Program Convenor.
3. Meet with the Clinic Manager/Placement Coordinator to discuss any implications that the change will have for placement needs, and whether these needs can be accommodated.
4. Submit the proposal to the Clinical Program Convenor, who will then take it to the Clinical Committee for input and consideration. If the change is endorsed by the Clinical Committee, complete the relevant application and credit request paperwork by consulting with the HDR Officer.

Note: final admission to the PhD is determined by the University and consideration for [university-administered PhD scholarships](#) occurs in accordance with the usual scholarship application timelines and processes.

## 8. STAFF

### 8.1. Clinical Psychology Program Staff

Clinical Psychology Program Academic/Teaching Staff

<b>Associate Professor David Berle, BA (Hons) (Sydney), MPsychol(Clin), PhD (UNSW)</b>	
Major Teaching Responsibilities:	Depressive, posttraumatic and anxiety disorders
Major Research Areas:	Posttraumatic and anxiety disorders
Contact Details:	Email: <a href="mailto:david.berle@anu.edu.au">david.berle@anu.edu.au</a>

<b>Professor Bruce Christensen BA (UBC), PhD (Vanderbilt)</b>	
Major Teaching Responsibilities:	Psychological assessment; psychotic disorders; bipolar disorders
Major Research Areas:	Clinical neuropsychology, cognitive neuroscience, psychopathology (schizophrenia, depression, anxiety), psychometrics, perception.
Contact Details:	Email: <a href="mailto:bruce.christensen@anu.edu.au">bruce.christensen@anu.edu.au</a>

<b>Professor Tegan Cruwys, PhB (Science) (Hons), PhD (Clinical Psychology) (ANU)</b>	
Major Teaching Responsibilities:	Health, Clinical and Counselling Psychology; Social and Community Psychology; Mental Health
Major Clinical Areas:	Social relationships and their effect on physical and mental health; the interface between social and clinical psychology; social determinants of health; social influence; social identity; depression; eating; health risk behaviours; vulnerable populations.
Contact Details:	Email: <a href="mailto:Tegan.Cruwys@anu.edu.au">Tegan.Cruwys@anu.edu.au</a>

<b>Associate Professor Amy Dawel, BA (Hons), PhD (Clin Psych) (ANU)</b>	
Major Teaching Responsibilities:	Personality theory; substance use disorders
Major Clinical Areas:	Facial expressions, including perceptions of genuine emotion; eye-gaze; EEG; individual differences in empathy and psychopathic traits.
Contact Details:	Email: <a href="mailto:Amy.Dawel@anu.edu.au">Amy.Dawel@anu.edu.au</a>

<b>Associate Professor Kristen Murray BA/BSc (Hons), PhD (Clinical Psychology) (ANU)</b>	
Major Teaching Responsibilities:	Health psychology
Major Research Areas:	Body image, eating disorders, obesity, chronic disease and health behaviour change
Contact Details:	Email: <a href="mailto:kristen.murray@anu.edu.au">kristen.murray@anu.edu.au</a>

<b>Associate Professor Dave Patalich BA (Hons) (Sydney), MClInPsych, PhD (UNSW)</b>	
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Major Teaching Responsibilities:	Child psychopathology and interventions
Major Research Areas:	Conduct problems; family-based intervention; parent-child interaction; maltreatment.
Contact Details:	Email: <a href="mailto:Dave.Pasalich@anu.edu.au">Dave.Pasalich@anu.edu.au</a>

<b>Professor Elizabeth Rieger BA (Hons), MCLinPsych, PhD (Sydney)</b>	
Major Teaching Responsibilities:	Cognitive Behaviour Therapy; Interpersonal Psychotherapy; Motivational Interviewing; eating and weight disorders
Major Research Areas:	Eating disorders; obesity; motivation to change; interpersonal factors and psychopathology
Contact Details:	Email: <a href="mailto:Elizabeth.Rieger@anu.edu.au">Elizabeth.Rieger@anu.edu.au</a>

### 8.1.1. Additional Staff

Lecturers from across Australia with expertise in particular clinical areas are also involved in teaching in the Clinical Program.

### ANU Psychology Clinic Staff

<b>Dr Miranda Boal BPsy (Hons), DClinPsych, MCLinPsych</b>	
Major Teaching Responsibilities:	Clinical child supervision, clinical skills workshops, child psychopathology.
Major Clinical Areas:	Child and adolescent psychotherapy, play therapy, attachment based interventions, eating disorders, trauma and anxiety.
Contact Details:	Phone: (02) 6125 9721 Email: <a href="mailto:Miranda.Boal@anu.edu.au">Miranda.Boal@anu.edu.au</a>

<b>Ellen Connell, BA (Hons), MCLinPsych</b>	
Major Teaching Responsibilities:	Clinical supervision
Major Clinical Areas:	Clinical psychology, adults and older adults, inpatient and community public mental health, complex trauma, eating disorders.
Contact Details:	Email: <a href="mailto:ellen.connell@anu.edu.au">ellen.connell@anu.edu.au</a>

<b>Ms Ashleigh Harper, BSc/BSc(Psych) (Hons) (ANU), MCLinNeuro (Macquarie)</b>	
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Major Teaching Responsibilities:	Clinical supervision
Major Clinical Areas:	Clinical Neuropsychology, moderate mental illness, neurological disorder; adults and older adults.
Contact Details:	Phone (02) 6125 9721 Email: <a href="mailto:Ashleigh.Dolan@anu.edu.au">Ashleigh.Dolan@anu.edu.au</a>

<b>Dr Lainie Hart, BA/BSc (Hons) (ANU), MScMed (Sydney), MClInNeuro (Macquarie), PhD (Macquarie)</b>	
Major Teaching Responsibilities:	Neuropsychology for Clinical Psychologists; clinical supervision; assessment; clinical skills workshops.
Major Clinical Areas:	Clinical neuropsychology; serious mental illness; neurological disorders; adults and older adults.
Contact Details:	Phone: (02) 6125 2038 Email: <a href="mailto:Lainie.Hart@anu.edu.au">Lainie.Hart@anu.edu.au</a>

<b>Dr Ian Donald, BPsyc, MClInPsysc, PhD (Psychology)</b>	
Major Teaching Responsibilities:	Clinical supervision, clinical skills workshops
Major Clinical Areas:	Ian has worked as a clinical psychologist for the last 10 years primarily with young people in both public mental health and private practice settings. His research interests include the process, principles, and mechanisms underlying therapeutic change.
Contact Details:	Phone: (02) 6125 2525 Email: <a href="mailto:Ian.Donald@anu.edu.au">Ian.Donald@anu.edu.au</a>

<b>Ms Julia Reynolds, BA (Hons), MPsych(Clin) (Western Australia)</b>	
Major Teaching Responsibilities:	E-therapies; clinical supervision
Major Clinical Areas:	E-therapies; complex trauma; multi-morbidity.
Contact Details:	Phone: (02) 6125 8405 Email: <a href="mailto:Julia.Reynolds@anu.edu.au">Julia.Reynolds@anu.edu.au</a>

<b>Dr Helen Maxted BSc (Hons), PGCE, DClInPsy</b>	
Major Teaching Responsibilities:	Clinical supervision
Major Clinical Areas:	Child and adolescent mental health, child trauma and out of home care, assessment of neurodevelopmental disorders.
Contact Details:	Phone: (02) 6125 0412

Email: [helen.maxted@anu.edu.au](mailto:helen.maxted@anu.edu.au)

#### Other Psychology Staff

Psychologists and clinical psychologists throughout the ACT and NSW contribute to the clinical supervision of students while on field placement.

## 8.2. School of Medicine and Psychology Staff

Other staff in the School can be found on the [school website](#).

## 8.3. Staff Research Interests

The ANU is a research-intensive university, with an outstanding international reputation. We provide an environment that encourages collaborative and highly innovative research.

On this [site](#) you can search for details about ANU researchers and publications, browse our researcher profiles, and flag profiles of interest.

## 9. RESOURCES FOR STUDENTS

As well as the general facilities provided by the University for postgraduate students, the SMP has various facilities for the exclusive use of students in the Clinical Programs.

### 9.1. The ANU Psychology Clinic

Manager: Dr Helen Maxted

The ANU Psychology Clinic is a research, training, and treatment centre offering specialised psychological services to the university and ACT community. The Clinic provides assessment and psychological treatment for adults and children with emotional and/or behavioural problems including anxiety disorders, depression, grief, and stress-related health conditions. Psychological therapy is provided to clients either individually or within groups, is time-limited, and based upon evidence-based practices. All MCP students will be required to undertake their first clinical placement in the Clinic.

### 9.2. Psychological Test Library

Test Library Coordinator: Helen Maxted

The SMP maintains an extensive library of psychological tests and test materials that MCP and PhD (Clinical Psychology) students can access. Tests may be borrowed for periods of up to two weeks depending on the demand for a particular instrument. **Please note that students are responsible for any test materials that they borrow from the test library and they will be held accountable for any missing items.** For details of the specific tests held in the library and the borrowing protocols, contact [enquiries.psychology.smp@anu.edu.au](mailto:enquiries.psychology.smp@anu.edu.au).

As part of the Psychological Test Library, the School has a collection of books and audio-visual resources to encourage student's self-directed training. These materials are only available to students in the MCP and PhD (Clinical Psychology) and they cover various treatment modalities and clinical populations. Borrowing procedures similar to those used the Psychological Test Library will be employed in relation to these resources.

### 9.3. IT

A student interns' room is provided near the Psychology Clinic for the exclusive use of MCP and PhD (Clinical Psychology) students. This room has several desks, computers, and lockable filing cabinets. Students will also have access to other computers and printing facilities external to the Clinic.

All students in the MCP and PhD (Clinical Psychology) have unlimited access to printers and photocopiers within the School.

### 9.4. Research Funds

Postgraduate students are required to submit a budget request for funding for research related expenditure. The submission outlining intended purchases is assessed, and then approved or rejected by the School.

Students will need to submit a request for funds via the Application for Research Funding form from the [Postgraduate Students page](#), which must have Supervisor approval.

### 9.5. Travel

For all queries relating to your travel please contact the school administrative staff via email [postgrad.psychology.smp@anu.edu.au](mailto:postgrad.psychology.smp@anu.edu.au).

#### 9.5.1. Approval to travel

Information about ANU travel procedures can be found in the ANU [Travel Handbook](#).



All students who are undertaking study or work related travel outside of the ANU / ACT / Queanbeyan region are required to complete an online [Approval to Travel form](#) BEFORE the commencement of travel. Types of travel include all travel for research, collaborative research visits, conferences, workshops, and fieldwork, both domestically and internationally. Once completed and approved you will also be covered by the University's Travel Insurance policy.

Before travelling on behalf of the University, you must:

- Have ensured that the funds are available, if charged to a university account. If unsure, email [enquiries.psychology.smp@anu.edu.au](mailto:enquiries.psychology.smp@anu.edu.au) to check the balance of your account.
- Have ensured that the activities and travel costs are covered by the grant contract, if charged to a grant fund.
- Log into the online travel system using your university ID number and password. If you require assistance, please call the helpdesk on ext 54321-1-6.

Once submitted, a notification will be forwarded through the email system requesting delegate on-line approval.

#### 9.5.2. After travel completion

After the travel has been completed, please log back into the travel form and complete the "After Travel Completion" section. If the travel was of five days and more duration, a travel diary will need to be completed as well. This feature has been built into the "After Travel Completion" process.

#### 9.5.3. Insurance

Failure to submit the online Approval to Travel form means that the traveller does not have the approval of the Delegated Authority to travel. If involved in an accident, the traveller may not be covered by the ANU insurance provider.

Staff and students should familiarise themselves with the ANU [Travel Policy](#). It is recommended that you print off the policy document and keep it with your passport whilst travelling, in the event that you need assistance.

## 9.6. Travel Funds

Student travel can be funded from professional and research funds allocated by the School, and from any research grants held by an individual academic. Academic staff should ensure that a budget line for travel must exist when offering payment from an ARC grant.

#### 9.6.1. SMP student travel grants

The availability of travel funds for MCP students is assessed on an annual basis. Student travel funding is to be requested each year and is then assessed and approved by the Clinical Psychology Program Convenor.

Students who have their papers approved by conference organisers are eligible to receive funding to support their attendance. Amounts of up to \$1500 for an international conference or up to \$750 for a domestic conference are available. Funding is available for only one conference per year. Students in their first year of enrolment are not eligible to receive this funding unless they are in a position to present a paper, and all milestone reporting requirements have been met.

An Approval to Travel form (see under Travel and conferences on the [Postgraduate Students page](#)) needs to be filled out with the proof of acceptance of paper attached (for conference travel).

#### 9.6.2. Pre-Payment of Accommodation, conference registration and / or flights

Accommodation and conference registration payments can be made to students (where practical); otherwise the traveller should make payments and obtain tax invoices / receipts for reimbursement.

Flight bookings where the School is paying the total cost of the fare must be made through the ANU preferred travel provider with the details of required flights being provided to [enquiries.psychology@anu.edu.au](mailto:enquiries.psychology@anu.edu.au).

#### 9.6.3. Advances

Advances must be requested at least 15 working days before travel is undertaken and will only be approved for a limited range of circumstances. Advances must be acquitted with full receipts within 15 days of the return of traveller.

#### 9.6.4. Reimbursements

Reimbursements for costs associated with travel can be made before the start of the travel. Reimbursements of additional expenses can also be made when the traveller returns to work.

If there is a reimbursement required please fill out the [Reimbursement Claim form](#), and attach original receipts and email to [enquiries.psychology@anu.edu.au](mailto:enquiries.psychology@anu.edu.au). The ESU will organise delegate approval and submit it to [invoice.workflow@anu.edu.au](mailto:invoice.workflow@anu.edu.au) for processing.

Reimbursements will not be made if the initial approval to travel form is not completed and submitted as detailed above.

All unspent research funds must be returned to the School of Medicine and Psychology by 13<sup>th</sup> December each year. Enquiries in regards to using students' research funds should be directed to [enquiries.psychology@anu.edu.au](mailto:enquiries.psychology@anu.edu.au).

## 9.7. Peer Mentorship Program

To assist first year MCP and PhD (Clinical Psychology) students to make a successful transition to their study, we offer a peer-mentorship program. This program pairs incoming students with senior classmates who have volunteered to be individual mentors. First year students are encouraged to meet with their peer mentor regularly and as needed to ask questions, gain insight into the program, and seek support. The timing of meetings is at the discretion of students and their mentors, but may be more helpful on a regular and more frequent (e.g., fortnightly) basis during the earlier stages of a student's transition as opposed to the later stages of the first year.

Incoming students will be assigned a mentor by staff, in consultation with the group of volunteer mentors. By the time first year students have started the program, they will have been introduced to their mentor via email. The document Clinical Peer Mentor Program – Guidelines for Participants at [Appendix II](#), provides further information.

## 9.8. Professional Psychological Support

As noted above, the demands of the MCP program can cause extra stress. These stresses, coupled with the demands of everyday life, may cause students to experience difficulty coping. In these situations, we would strongly endorse seeking professional psychological support. Previous students and staff have reported that this approach was helpful. If students need assistance in finding these resources, please contact the Clinical Psychology Program Convenor or other clinical staff.

## 9.9. Feedback and Complaints Procedures

The MCP program welcomes feedback from students. In this regard, we are happy to hear about aspects of the program that are working well and about things that could be improved. One vehicle for communicating feedback is via formal and anonymous course and supervisor evaluations. Therefore, it is very important that you complete these evaluations and engage with the evaluation process in a considered manner. In addition, the Clinical Psychology Program Convenor and Clinic Manager are always open to meeting with students as needed, to discuss personal and/or program issues. Please email them to make an appointment. Another important vehicle for feedback is via student representatives. These representatives are elected/appointed by each year's class (up to the fourth year) and attend all Clinical Committee Meetings and ancillary planning events. Finally, although it is natural and tempting to discuss complaints or criticisms among peers, this type of communication rarely allows valuable feedback to influence positive change. Moreover, it contravenes students' development as clinical and academic professionals. Therefore, as part of their emerging professional competencies, students are encouraged to express any concerns they may have

in regards to their experience in the MCP program in a respectful, ethical, and timely manner to program administration and/or student representatives.

Should students experience circumstances (personal, interpersonal, or programmatic) that are negative, distressing, and/or concerning, they are encouraged to share these with the Clinical Psychology Program Convenor. In addition, the ANU has established procedures for dealing with complaints of unfair treatment or adverse interpersonal interactions. These procedures are outlined at: [https://policies.anu.edu.au/ppl/document/ANUP\\_000468](https://policies.anu.edu.au/ppl/document/ANUP_000468). Students are encouraged to familiarise themselves with these procedures early in their candidature.

In the first instance, students are encouraged to express their concerns with the relevant member of staff. If the student is unwilling to do this, or if the process fails to yield a satisfactory outcome, the student is encouraged to express their concerns to another member of staff (typically, though not necessarily, the Clinical Psychology Program Convenor) who may be able to assist with the resolution process, preferably by meeting with the student and the relevant staff member. Matters that remain unresolved after this process will need to be brought to the attention of the Head of Discipline.

## 10. STUDENT PRIZES

Students can find a list of relevant prizes on the [ANU Prizes website](#). This information includes past winners, an overview, and Conditions of Awards including eligibility requirements.

### 10.1. The APS Clinical College Student Prize (Postgraduate)

The APS College of Clinical Psychologists Student Prize acknowledges postgraduate clinical psychology students in Master, Doctor of Psychology programs, and combined Masters/PhD programs who demonstrate high levels of clinical skill, combined with the ability to design and conduct clinically relevant research. The Prize is offered at each Tertiary Institution offering an APAC-accredited Postgraduate Clinical Psychology program.

Further information for this prize is available on the [APS website](#).

**APPENDIX I:**  
**ANU PSYCHOLOGY CLINIC &**  
**E-THERAPY CLINIC TEAM SUB-COMMITTEE**  
**TERMS OF REFERENCE**

## ANU Psychology Clinic & e-Therapy Clinic Team Sub-Committee

### Terms of Reference

### Roles and Responsibilities

The primary role of the ANU Psychology Clinic & e-Therapy Clinic Team Sub-Committee is to support and inform the decisions of the Clinic Manager, who reports to the Research School of Psychology (RSP) Clinical Committee concerning matters relevant to clinical training, student performance and wellbeing, and clinic operation. Within this capacity the Sub-Committee will attend to the following roles and responsibilities:

- Support the provision of high quality supervision and support to trainees engaged in their clinical placement at the Australian National University (ANU) Psychology Clinic and e-Therapy Clinic.
- Discuss trainees progress within the initial clinical placement amongst trainees the Clinic supervisors/staff and the Clinical Committee members. This is to ensure that appropriate supervision and support is given to individual trainees according to their 'level of functioning'. Where concerns arise, progress will be discussed and a plan implemented for all supervisors to adopt and share with the trainee.
- Implement and adhere to guidelines / policy directives from the ANU, Australian Psychology Accreditation Council (APAC) and Psychology Board of Australia (PsyBA).
- To ensure best clinical practice standards and ensure continuous quality improvement, including processes related to accreditation, benchmarking, and training innovation.
- Oversee the operational and administrative issues relevant for the functioning of both clinics.
- To co-ordinate with other academic staff to develop and implement research projects that support student/staff research and enhance clinical practice.
- To support and foster relationships with important stakeholders at the university, within the community, and nationally to develop learning, teaching and supervision practices and opportunities.
- Provide vision and support within the SMP to advance student experience, teaching and learning.

### Accountability

The Clinic Manager is accountable to the Clinical Psychology Program Convenor, and reports to the Clinical Committee.

### Membership

- Professional Staff who are engaged in clinical supervision within the clinics
- Clinic Manager
- e-Therapy Clinic Manager
- Clinic Administrator
- Clinical Psychology Program Convenor (1 x per month)

### Term Limits

No term limits apply

### Meetings

The Committee will meet fortnightly and additionally at the discretion of the members.

Quorum will be more than half of the member.

#### Secretariat

Secretariat support for the Committee will be provided by the SMP administrative support team.

Meeting notices and agendas will include relevant supporting papers and be circulated at least 2 working days before the meeting.

#### Working Methods/Ways of Working

Any matters requiring decision will be generally decided by consensus, or if consensus is unachievable, by a majority of votes of members present.

At the Sub-Committee's discretion working groups can be formed. The process for action plans with students will follow the Management of Trainee performance as set out in the ANU Psychology Clinic and e-Therapy Clinic Policy and Procedures.

## **APPENDIX II:**

# **THE MASTER OF CLINICAL PSYCHOLOGY THESIS MARKING CRITERIA AND GUIDELINES**



## Introduction

- The descriptions are intended as a guide only.
  - For any one criterion, the candidate does not have to satisfy all points under each grade to obtain that grade.
  - The candidate may satisfy any one criterion at different levels. Examiners must exercise their own judgement in awarding grades against each criterion.
  - The research project must have demonstrable relevance to the field of clinical psychology.
- 

## Criteria

**Criterion 1:** Review of relevant research.

Statement of the problem and its justification in the light of previous theory or applied importance, and previous research.

**Criterion 2:** Competence and sophistication of research design and choice of methods and operationalisation, such as skills in design of measurement, equipment, or selection of participants.

**Criterion 3:** Competence in data analysis, and presentation of results.

**Criterion 4:** Ability to relate results to previous research, to discuss their theoretical significance, and to suggest possibilities for further research.

**Criterion 5:** Structure of the argument, clarity and elegance of expression, and adherence to APA guidelines.

## Marking Criteria

### Criterion 1: Review of relevant research.

Statement of the problem and its justification in the light of previous theory or applied importance, and previous research.

Grade	Description
HD 80-100	<ul style="list-style-type: none"> <li>The review represents a thorough and appropriately detailed coverage of the relevant literature. The candidate may incorporate novel (but relevant) areas of research/ literature</li> <li>Presentation and interpretation of theories and research findings are accurate and insightful</li> <li>Interpretations of theory and statements of fact are clearly presented and given a strong and convincing basis in evidence</li> <li>Where the candidate cites evidence, they use the most appropriate reference</li> <li>For a theoretically aimed project, the candidate goes beyond already published claims and presents their own substantiated interpretation of the literature</li> <li>For a project with an applied aim, the candidate demonstrates insight and novelty in his or her own substantiated interpretation of the literature</li> <li>The problem driving the research is clearly stated. The problem is broken down in terms of clear hypotheses, themselves in the form of statements of causal relationships; or, if the question is applied rather than theoretical, or the previous literature does not give sufficient basis to be able to draw logically valid hypotheses, that the open questions addressed in the study are stated explicitly with a clear logical rationale for interest in these questions</li> <li>For both theoretically driven and applied research, key concepts are clearly and fully defined</li> <li>The problem and associated hypotheses are demonstrably derived from a sound and accurate understanding of the literature</li> <li>The proposed problem or the approach to understanding the problem is worth pursuing (for theoretical and/or practical ends) and is insightful or creative</li> </ul>
D 70-79	<ul style="list-style-type: none"> <li>The review covers all core areas of the literature in sufficient detail, with no significant intrusions of irrelevant material</li> <li>The material presented is clearly understood by the candidate</li> <li>Statements of fact or claims made are accurate, supported by evidence and are based on fact/logic, not opinion</li> <li>The problem behind the research is identifiable and is framed in terms of statements of hypotheses. The candidate gives a clear presentation of predictions</li> </ul>

Grade	Description
	<ul style="list-style-type: none"> <li>For both theoretically driven and applied research, key concepts are mostly defined and mostly clear</li> <li>The research problem represents a logical step forward, based on the presentation of the literature</li> <li>The candidate proposes to make an original and worthwhile contribution to the development of theory, method, scientific knowledge, or potential for applied impact</li> </ul>
Cr 60-69	<ul style="list-style-type: none"> <li>The review covers most areas of the literature accurately but omits other key areas</li> <li>The candidate may spend some time introducing areas of work that do not appear to make any real contribution</li> <li>Statements of fact or claims made are usually but not always supported by evidence</li> <li>The literature is presented in a descriptive way, rather than in an analytical way</li> <li>The candidate does not take up obvious opportunities to make conclusions or important points salient to the reader</li> <li>The candidate may rely too heavily on a small number of references</li> <li>For both theoretically driven and applied research, key concepts are not well defined or clear</li> <li>The broad aims of the research are evident but the specific novelty of the project's research aims is not spelled out, or distinct hypotheses or predictions are missing</li> <li>The research problem makes sense in the light of the literature</li> </ul>
P 50-59	<ul style="list-style-type: none"> <li>Review is relevant but heavily one-sided</li> <li>The candidate does not explain theories adequately, does not appear to 'engage' with the literature or does not appear to fully understand the material</li> <li>Minor statements of fact or claims are wrong or misinterpreted from the literature</li> <li>The literature is presented in an uncritical way</li> <li>For both theoretically driven and applied research, key concepts are stated but not defined</li> <li>Makes improbable leaps of logic in the presentation of literature or arguments</li> <li>Research aims and hypotheses are evident but do not follow from the treatment of the literature</li> </ul>
F ≤49	<ul style="list-style-type: none"> <li>Presentation and interpretation of theories and research findings is obviously and consistently wrong</li> <li>Material has been clearly and substantially plagiarised (NOTE: sufficient for Fail grade of thesis)</li> <li>The candidate fails to present any mention of their research aims/problem</li> <li>The problem under investigation is irrelevant or not psychological in nature</li> </ul>

**Criterion 2:** Competence and sophistication of research design and choice of methods and operationalisation, such as skills in design of measurement, equipment, or selection of participants.

Grade	Description
HD 80-100	<ul style="list-style-type: none"> <li>The approach to answering the research question is highly original and imaginative. The design reflects an advanced understanding of the key issues in this area of research</li> <li>The candidate employs a method of gathering data that is ideally suited to answering the research question. The method chosen is technically sophisticated or highly creative. This study has been very well constructed and executed</li> <li>Variables have been operationalised in creative and novel ways, or where analysing existing data the student has demonstrated significant insight into how well the measured variables operationalise the theoretical constructs</li> <li>The derivation/rationalisation of the operationalisations from the abstract concepts is logical</li> <li>If a meta-analysis is used, a complete and insightful justification of the criteria and purposes for selection of the studies has been provided</li> <li>If a qualitative approach is used, a critical appraisal and justification of the framework adopted (e.g., grounded theory, discourse analysis) has been provided</li> <li>A real and successful effort has been made to access the best sample of participants, or the most suitable data or studies from existing databases</li> <li>The study contains nothing that is superfluous or irrelevant</li> <li>AND – all criteria for a D grade have been satisfied</li> </ul>
D 70-79	<ul style="list-style-type: none"> <li>The research is original (not a simple replication, using the same design, sample, measures etc. as a previous study)</li> <li>The design will allow a clear test of the research aims/hypotheses</li> <li>The candidate has chosen an appropriate method/equipment to investigate the research question</li> <li>Variables have been operationalised in a way that is valid, or where analysing existing data the student has considered validity of the measures</li> <li>The derivation/rationalisation of their operationalisations is mostly logical</li> <li>If a meta-analysis is used, the criteria and purposes for selection of the studies has been clearly articulated.</li> <li>Measures are well targeted and their inclusion is justified (e.g., measures are sensitive enough; allow the researcher to draw conclusions about causal factors if the research question require this)</li> <li>Scales are appropriate and useful; if standard measures are being used, they are the most relevant available</li> </ul>

Grade	Description
	<ul style="list-style-type: none"> <li>• The candidate has used a novel combination of instruments or measures</li> <li>• Manipulation checks (where appropriate) have been included and are appropriate</li> <li>• If a qualitative approach is used, the data source (e.g., structured interview questions; recording of natural interactions) and the measures extracted from the data are appropriate and useful, and the framework for this approach has been clearly articulated</li> <li>• The study has been designed in such a way as to allow findings to be generalised beyond the sample tested</li> <li>• The sample is representative and theoretically relevant or relevant to the intended practical impact</li> <li>• The sample size is appropriate</li> </ul>
Cr 60-69	<ul style="list-style-type: none"> <li>• The research represents a very simple extension of past work, using existing, standard measures</li> <li>• The method (e.g., survey, experiment, meta-analysis) is suited to the research question</li> <li>• The candidate appears to have included measures unnecessarily or without justification and/or the candidate may have omitted some key measures</li> <li>• The derivation/rationalisation of their operationalisations is not logical</li> <li>• The design has been constructed in order to provide a test of the research aims</li> </ul>
P 50-59	<ul style="list-style-type: none"> <li>• The study is a simple replication of past research (is not original in any significant respect)</li> <li>• The method is suitable but suboptimal for addressing the research question</li> <li>• There is no attempt at a derivation/rationalisation of the operationalisations</li> <li>• The study is unwieldy or unnecessarily complex</li> <li>• Measures may make sense in the light of research aims but are not well thought out or constructed</li> <li>• The sample size is inadequate even though it would have been possible to obtain an adequate sample</li> </ul>
F ≤49	<ul style="list-style-type: none"> <li>• The research method or design does not allow the candidate to address the research question</li> </ul>

**Criterion 3:** Competence in data analysis, and presentation of results.

Grade	Description
HD 80-100	<ul style="list-style-type: none"> <li>The results section provides a very clear, insightful and appropriately detailed summary of the data</li> <li>Analyses are appropriate for testing the hypotheses and/or addressing the research questions and are performed with a high degree of competency</li> <li>The candidate has demonstrated a sophisticated knowledge of the procedures used</li> <li>The results section gives the impression that the candidate is completely familiar with the purpose of the study and with the data</li> <li>The results section does not contain any omissions or errors</li> </ul>
D 70-79	<ul style="list-style-type: none"> <li>Data analysis is appropriate and provides a summary of the data that is relevant to hypotheses and/or research questions</li> <li>All appropriate statistics/measures/summaries are reported</li> <li>The data are presented clearly and the results section is succinct and easy to follow</li> </ul>
Cr 60-69	<ul style="list-style-type: none"> <li>The analyses performed may not be optimal but they allow the candidate to draw conclusions about the data</li> <li>The candidate may fail to report all measures or effects or may not perform all analyses implied by hypotheses/research aims</li> </ul>
P 50-59	<ul style="list-style-type: none"> <li>The candidate presents analyses that are unnecessarily complex or insufficiently detailed</li> <li>The candidate may not report all necessary measures</li> <li>The candidate may not appear to have fully understood the data or purpose of the study</li> </ul>
F ≤49	<ul style="list-style-type: none"> <li>The techniques used are fundamentally incorrect or are used incorrectly.</li> <li>The analysis may be done correctly but the candidate fundamentally misinterprets the data</li> </ul>

**Criterion 4:** Ability to relate results to previous research, to discuss their theoretical significance, and to suggest possibilities for further research.

Grade	Description
HD 80-100	<ul style="list-style-type: none"> <li>• Discussion provides a very thorough exploration of the implications of the findings for all relevant theoretical perspectives or applied issues</li> <li>• The candidate provides a full discussion of hypotheses and/or research questions in the light of findings and does not go beyond or downplay the significance of the data</li> <li>• Candidate is appropriately critical of the design and method, neither downplaying nor overstating problems. Where there are problems, the candidate indicates how they may be avoided in future and may even give details of an improved design</li> <li>• The discussion of future research directions is insightful and reflects a thorough understanding of key issues</li> <li>• Any issues raised in the introduction are re-visited and addressed</li> <li>• The discussion section draws together and summarises the main points</li> </ul>
D 70-79	<ul style="list-style-type: none"> <li>• The candidate provides a discussion of the fate of hypotheses, research questions, or applied aims</li> <li>• Discussion provides an exploration of the meaning of findings but may not give full attention to all relevant theoretical or applied issues</li> <li>• The conclusions drawn in the discussion are reasonable, accurate and follow from the results obtained. They serve to clarify and explain the results to the reader</li> <li>• The candidate makes a successful effort to examine their own research for methodological/statistical weaknesses and to suggest improvements</li> <li>• The candidate suggests future research directions. This is logical and well targeted</li> </ul>
Cr 60-69	<ul style="list-style-type: none"> <li>• An effort is made to present the findings and discuss their meaning</li> <li>• The significance of the findings for relevant theoretical perspectives or applied aims is addressed but in a limited fashion. The candidate may not demonstrate a full understanding of the issues</li> <li>• New and unexpected theoretical perspectives or issues are presented in the discussion</li> <li>• The candidate may draw some conclusions that are not warranted, or that s/he has no real evidence for</li> <li>• The candidate may fail to emphasise the strengths of the study, or may overstate or ignore the significance of obvious weaknesses</li> <li>• The candidate accurately points out limitations of the study but does not recommend how these may be remedied</li> </ul>

Grade	Description
P 50-59	<ul style="list-style-type: none"><li>• The candidate provides a descriptive rather than an analytical account of the findings</li><li>• Conclusions drawn are wrong in parts</li><li>• The discussion may target hypotheses or applied research questions but represents a clear attempt to 'push' a one-sided interpretation of findings</li></ul>
F ≤49	<ul style="list-style-type: none"><li>• The discussion of findings is overwhelmingly wrong or too brief to be useful</li></ul>



**Criterion 5:** Structure of the argument, clarity and elegance of expression, and adherence to APA guidelines.

Grade	Description
HD 80-100	<ul style="list-style-type: none"> <li>• The main points are developed logically. The reader quickly gains the sense of a developing 'story' that is maintained throughout the thesis</li> <li>• The candidate presents a clear and consistent argument through the thesis</li> <li>• Headings and subheadings are clear and accurately describe the content that follows</li> <li>• The writing is fluent (e.g., paragraphs and sentences are well constructed and follow logically on from each other)</li> <li>• The candidate demonstrates an excellent command of language. They write in clear, plain English. The writing style is not overblown, verbose or unsophisticated</li> <li>• All sources are acknowledged correctly</li> <li>• Correct grammar and spelling are used</li> <li>• References and citations are presented in the appropriate format</li> <li>• The thesis as a whole is presented neatly, using easily readable font and spacing</li> </ul>
D 70-79	<ul style="list-style-type: none"> <li>• The main points are developed logically and, taken together, present a coherent picture</li> <li>• The argument is consistent – the candidate does not 'change tack' in the middle of the thesis</li> <li>• Headings make sense and help to structure the thesis</li> <li>• The thesis is easy to read and generally flows well</li> <li>• The writing is clear and can be read and understood with minimal effort</li> <li>• All sources are acknowledged correctly</li> <li>• Correct grammar and spelling are used, with a few minor exceptions</li> <li>• References and citations are presented in the appropriate format</li> <li>• The thesis as a whole is presented neatly, using easily readable font and spacing</li> </ul>
Cr 60-69	<ul style="list-style-type: none"> <li>• The thesis is structured as a psychology report and material is categorised under the correct headings</li> <li>• The candidate makes a clear effort to present a logical argument</li> <li>• The argument, or material presented to support the argument, may not be consistent throughout the theses e.g., The candidate may present key theoretical material in the discussion that did not appear in the introduction or vice versa</li> <li>• Although main points are clear the thesis is difficult to understand at times, either due to poor sentence/paragraph construction or due to a lack of structure in the argument as a whole</li> </ul>

Grade	Description
	<ul style="list-style-type: none"> <li>Headings help to structure the thesis but may not be written clearly or may not be well chosen</li> <li>The candidate makes an effort to use appropriate referencing but clear errors creep in</li> <li>Grammar and spelling are wrong in places – the thesis does not have a ‘polished’ feel to it</li> <li>References and citations contain some errors but are presented a consistent format</li> </ul>
P 50-59	<ul style="list-style-type: none"> <li>The thesis as a whole is presented as a psychology report and each section contains relevant information.</li> <li>The candidate has made an effort to structure the thesis around some core issues but the argument as a whole may be quite difficult to grasp</li> <li>Multiple errors in referencing of previous work is present</li> <li>The thesis is difficult to read as a whole and contains consistent and obvious errors in grammar and spelling</li> <li>The candidate has used a consistent but incorrect format for referencing (e.g., Uses a style usually employed for a history rather than a psychology thesis)</li> </ul>
F ≤49	<ul style="list-style-type: none"> <li>The candidate may have failed to structure the thesis as a psychology report</li> <li>It is difficult to discern any coherent argument</li> <li>The writing style is confusing and the thesis as a whole is extremely difficult to read</li> <li>The thesis contains no references or citations</li> </ul>

## **APPENDIX III:**

### **MASTER OF CLINICAL PSYCHOLOGY THESIS STATEMENT OF CONTRIBUTION**

The below statement should be provided as part of the thesis submission in addition to other requirements as stated in the College [Thesis Handbook](#).

### Statement of Contribution

**Student:**

I declare that the research presented in this thesis represents original work that I carried out during my candidature at the Australian National University. My relative contribution to the final thesis is as follows:

	Percentage contribution
Study concept and design	
Participant recruitment, data collection and/or curation	
Analysis and interpretation	
Drafting and revising	
Average overall contribution	

**Supervisor:**

I agree that \_\_\_\_\_ made the contributions outlined above to this thesis.

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

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

## **APPENDIX IV:**

### **CLINICAL PEER MENTOR PROGRAM GUIDELINES FOR PARTICIPANTS**

## Introduction

The MCP Program at the School of Medicine and Psychology is challenging and at times can feel overwhelming for new students as they integrate into the faculty, complete University and PSYBA administrative requirements, and adjust to the demands of a complex academic and clinical training program.

Assimilation into the program can be harder for interstate and overseas students, who also face the challenge of adjusting to life in a new city, or country, and are often living away from their pre-existing support networks.

While new students to the MCP Program receive significant support from academic, clinical and administrative staff, many also receive and appreciate support from more senior students throughout their first year. This support currently tends to occur on an ad-hoc basis as for some students it can take time to meet and to feel comfortable approaching more senior students for advice.

In an attempt to better support first year clinical psychology students, the Clinical Committee has endorsed the development of a mentor program whereby new clinical psychology students would be paired with existing clinical psychology students who then provide a first point of reference for questions and advice.

## Participation

**Participation as mentor.** All second and subsequent year students are invited to participate in the program. Participation is voluntary and students will not be coerced, or made to feel obligated to participate.

**Participation as a mentee.** All new students will be allocated to a mentor and will remain part of the program for the duration of their first year. The actual level of engagement in the program, however, within the guidelines of this document, is up to each individual based on their perception of how much support they require.

## Boundaries

The mentor program does not replace academic, or clinical supervision, and does not reduce the responsibility of academic, clinical and administrative staff to identify and support students who may be struggling.

Mentors are not responsible to provide welfare or pastoral support to their mentee. It is possible however, that a mentor may become aware that a student is struggling before a staff member becomes aware. This may occur because the mentee approaches their mentor for support or advice, or because the mentor identifies signs that cause them some concerns.

In the instance where a mentor does become aware that a mentee is struggling, they should discuss the issue with the mentee, and encourage them to seek support from an appropriate staff member. If they have concerns that the mentee is unwilling to do this, and are concerned that they may be at risk in some way, they should advise the mentor program coordinator, or in her absence, the Clinical Psychology Program Convenor.

### **Mentor responsibilities**

Mentor responsibilities are restricted to providing peer-level support and advice about adjustment to the clinical program, and, where appropriate, support and advice around settling into the university and Canberra. Mentors are not responsible for providing welfare or pastoral support to mentees. Moreover, they are not responsible for providing academic assistance with coursework and should not share their own or another student's coursework (e.g., prior assignments) with their mentee.

### **Expectations**

Mentors are expected to contact their mentee, either in person, or by email, at some stage during the orientation week and arrange an initial meeting. During this meeting they should discuss and establish arrangements for how and when they meet, and whether this would be on a regular or ad-hoc basis.

It is recognised that there will be differences in an individual's level of need, it is likely that mentees will need different levels of support at different times of the year. When Masters Students enter the clinic they typically experience a significant increase in workload, stress and anxiety, while PhD students at this time, often experience a sense of disconnection from their colleagues who have commenced this phase of their training.

In the case of infrequent contact, and times when mentees need less support, it is expected that mentors periodically check in by email, or in passing, to see about how they are going. In most cases, this may result in a positive outcome, "busy but fine", but it may also provide an opportunity for a mentee who is struggling to reflect on their functioning and their need to seek support.

### **Reporting complaints or concerns**

If a participant in the program has any concerns about the operation of the mentor program, or feel that the level of contact, or expectations being placed on them by their assigned mentor or mentee, is unreasonable, they should raise these with the mentor program coordinator.

### **Feedback and questions**

Participants should provide feedback, or refer any questions about the program to the mentor program coordinator as required.

### **Monitoring**

The mentor program coordinator is responsible for arranging the allocation of students to mentors, mediating any disputes or concerns between mentor and mentee, and monitoring the welfare of mentors, in relation to their role as mentor, through regular contact.

### **Review**

The mentor program coordinator will meet with, or contact participants at the end of each semester to review the operation of the program.

The Clinical Committee will review the program after 12 months.



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