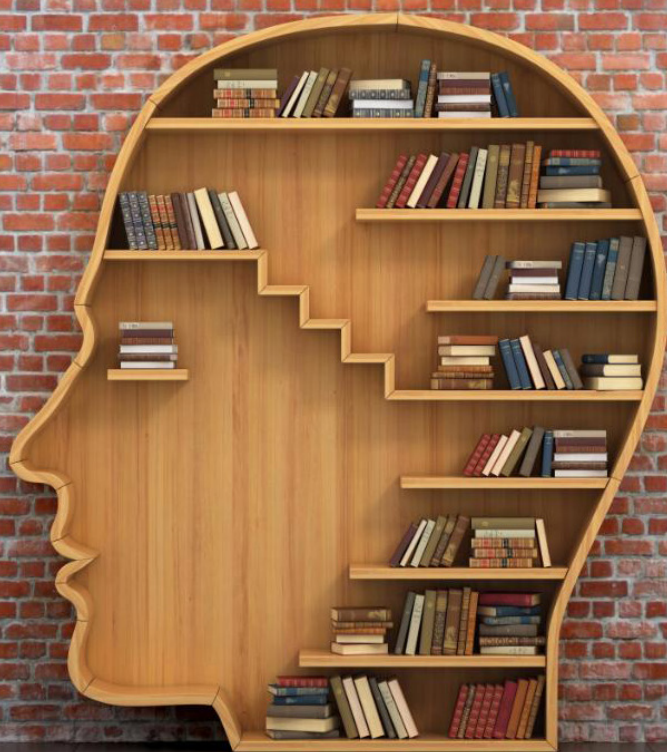


Postgraduate Diploma in
Clinical Psychology



Matai Hinengaro | Clinical Psychology



Te Kura Mahi ā-Hirikapo
School of Psychology, Speech and Hearing

Published April 2026

This handbook contains information about the Matai Hinengaro | Clinical Psychology Programme. Information contained in this publication is correct at the time of printing but may be subject to change. While all efforts are made to ensure this information is correct, the Te Kura Mahi ā-Hirikapo | School of Psychology, Speech and Hearing reserves the right to make changes as required. Please check our website for updates to this document.

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Matai Hinengaro | Clinical Psychology Training

The University of Canterbury pioneered clinical psychology training in New Zealand by establishing the first postgraduate Diploma in Clinical Psychology. This marked a significant advancement within the Asia-Pacific region, where clinical psychology training did not begin in Australia until 1970.

Postgraduate training in clinical psychology began at the University of Canterbury in 1962 at the request of the Department of Health.

In November 2022, Matai Hinengaro | Clinical Psychology celebrated 6 decades of clinical psychology training, with alumni from as early as the 1960s attending the commemorative event.

Over the years, the programme has evolved considerably, expanding both its scale and the opportunities available to graduates.

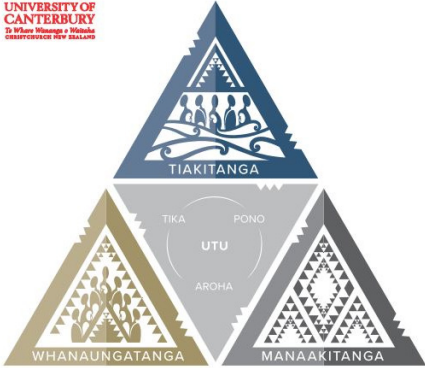
Today, University of Canterbury alumni work as registered professionals across diverse sectors, including primary care, general medical services, criminal justice, social welfare, education, research, and senior administrative or management roles.

A recent review of the programme (2021/2022) highlighted its strong connections with supervisors and the wider clinical community as a key strength.

Graduates of the University of Canterbury Postgraduate Diploma in Clinical Psychology (PGDipClinPsyc) are eligible for registration with Te Poari Kaimātai Hinengaro o Aotearoa | The New Zealand Psychologists Board in the Clinical Psychologist scope, enabling them to practice throughout Aotearoa | New Zealand.



Clinical Psychology programme 60th Birthday Celebrations, November 2022



Te Pokapū Mātai Hinengaro | The Psychology Centre

Located on the UC Ilam campus in Christchurch, Te Pokapū Mātai Hinengaro | The Psychology Centre is the training clinic for the PGDipClinPsyc programme at UC.

The centre offers students an opportunity to participate in a wide range of psychological assessments and treatments as part of their practicum placements in the first and second years of clinical training.

The centre is staffed by senior clinical psychologists who model practice, coach clinical skills, and supervise students, assisting them to obtain a good grounding in the basics of clinical practice before they move out into community internships.

The Psychology Centre's goals are to:

- Provide high quality psychological services to our clients.
- Provide a high standard of teaching to the students of the Clinical Psychology Training Programme for the University of Canterbury.
- Be fully committed to Te Tiriti partnership practice and offer Te Ao Māori models of health.

To provide clients with a high level of service, we:

- Work to understand clients' difficulties in a respectful manner.
- Provide honest feedback and advice.
- Respect clients' privacy according to our ethical and legal obligations.
- Practice in an ethical fashion according to the Code of Health and Disability Services Consumers' Rights Regulations, and the Code of Ethics for Psychologists Working in Aotearoa | New Zealand.

UC Values

The Clinical Psychology programme is committed to the UC values

Whanaungatanga: He mana tō te tangata - we value people and their differences.

Manakitanga: Kia aroha ki te tangata – we extend care and empower others.

Tiakitanga: He kaitiaki kātou katoa – we will enhance and nurture our resources.

Mission Statement

The mission of the University of Canterbury Matai Hinengaro | Clinical Psychology Programme is to train competent clinical psychologists who can apply and adapt general conceptual and technical skills in diverse professional settings, with clients from diverse cultural backgrounds, and consistent with Te Tiriti o Waitangi.

Goals and Philosophy of Education

Training Model and Outcomes

The training model used, that of the scientist-practitioner model, is a training approach that integrates scientific research with clinical practice. It aims to develop clinical psychologists who are skilled in both conducting research and in applying methods and knowledge from psychology and related disciplines to their clinical work. The implementation of this model requires the direct utilisation of scientific thinking in clinical problem solving, alongside empirically supported therapeutic techniques. Being a clinical scientist requires psychologists to think systematically and critically about clients while integrating research with routine clinical practice.

There are parallels between the practice of scientific inquiry and psychological assessment. Scientists seek to detect and explain phenomena, developing models or theories that describe causal mechanisms and processes, enabling predictions about future occurrence. Similarly, in psychological assessment, clinicians collect data systematically to identify a client's difficulties and their causes. This process results in the development of a conceptual model representing the client's various concerns and their relationship(s). Like science, the process of psychological assessment can be understood as a systematic inquiry into a client's problems and how they connect.

The aim of the UC Mata Hinengaro | Clinical Psychology programme is to provide a comprehensive integration of academic and practical work, producing generalists rather than specialists. Graduates are expected to continue their education after completing the Diploma.

An effective clinical psychologist will possess a strong professional identity that includes:

- a) a firm grounding in the science of psychology,
- b) knowledge of relevant theories of human behaviour and psychopathology,
- c) competence in the application of technical skills that aid in the amelioration of human suffering, and
- d) awareness of and adherence to the ethical principles of the profession.

Several professional characteristics are integral to all levels of clinical training and are reflected throughout the programme objectives and curriculum. Specifically, a clinical psychologist adapts to societal needs and changes in service delivery, thinks critically, and communicates clearly. In addition, a clinical psychologist contributes to the knowledge base of psychology, evaluates the effectiveness of professional services, embraces standards of professional ethics, recognises the importance of personal values, and appreciates and respects individual and cultural differences.

Admission, Application and Academic Structure

Regulations

Please read and understand the programme regulations published annually in the Maramataka | Calendar, available on the UC website. The 2026 regulations are included from page 30 of this Handbook.

Admission Requirements

Refer to the PGDipClinPsyc regulations for full admission requirements.

Due to the intensity and demands of the programme for admission to the qualification a student must have:

- a) been credited with PSYC335 Introduction to Clinical Psychology or PSYC379 Introduction to Psychopathology (or an equivalent course) and an approved* 400 or 600-level course in research methods (e.g., PSYC 678 Advanced Research Methods and Statistics);
- b) been accepted as a student by the Amo Matua, Pūtaiao | Executive Dean of Science or delegate, following an interview and review of application materials;
- c) as a minimum academic requirement, have fulfilled the requirements for the BA(Hons), or Master of Arts (Part I), or BSc(Hons), or Master of Science (Part I) – all of which must be in a discipline of Psychology from a New Zealand university, or an equivalent qualification acceptable to the University and approved by the Head of School.
- d) A student for whom English is a second language must provide evidence of IELTS (Academic) 7.5 with no score less than 7.0 or equivalent.

A student seeking admission may be required to pass a qualifying programme or courses prior to commencing this degree.

Any course combination at honours level is acceptable as long as one of the courses is an approved* course in research methods.

Completion of a Māori language and cultural competency course prior to entry is also strongly recommended.

As part of the application and admission process you will be required to consent to NZ and Australian Police Vetting and provide clearance reports for any other countries in which you have resided.

**Approved courses are subject to change. We recommend you check these in the year of your enrolment.*

Application

Application information is available on the UC website or can be requested by e-mail to **clinicalpsychology@canterbury.ac.nz**. Information should be requested well in advance of the application closing date published on the website which typically falls around 20 September of the year preceding entry.

Applicants who gained their academic qualifications at a tertiary institution which is not a university in New Zealand must first meet the criteria for admission to the University of Canterbury before applying. For further information on eligibility, how to enrol for both international and domestic students, please see **www.canterbury.ac.nz/study**.

Selection for the clinical programme is competitive. Up to 26 people are selected from a total of more than 100 applicants a year. The main criteria for selection are academic merit, letters of recommendation, research interests and experience, clinical experience (broadly defined), cultural competence/sensitivity, and the goodness-of-fit (a match between training goals and interests and those of the programme). These criteria pertain to the shortlisting process.

Applicants who are shortlisted will be invited to a selections day which includes interviews with members of the clinical staff and representatives of Ara Poutama Aotearoa| Department of Corrections, Purapura Whetu Trust and Te Whatu Ora | Health New Zealand Waitaha Canterbury, or other psychologists from the community, the outcome of which will also inform subsequent selection. Applicants who are not invited to interview are unable to be selected and will have their application declined.

The programme is intellectually demanding so good academic ability is required. As the training and career involves work with distressed people, some experience with such people is desirable. A high level of tact and competence in interpersonal interactions is also necessary.

Applicants will be shortlisted during October based on the application information provided. The shortlisted applicants will be interviewed during November. Shortlisted applications will be notified of the interview outcome in late November/early December when University examination results are released.

Cultural Responsiveness

During training students will be exposed to individuals from diverse cultural, demographic, and socio-economic backgrounds. An awareness, appreciation, and respect for cultural and individual differences and diverse value and belief systems are important. Including an awareness of and commitment to Te Tiriti o Waitangi.

Understanding the influence of one's own culture and a basic grasp of key Māori concepts are critical. Consequently, we recommend that students complete te reo Māori language and cultural competency courses prior to entry into the programme.

Scholarships, Grants and Awards

University of Canterbury scholarships are available for students undertaking master's and doctoral research. Information about scholarships, grants and awards, their closing dates and application procedures are available on the Scholarships Office website:
www.canterbury.ac.nz/get-started/scholarships/.

Structure of the Programme

The clinical psychology programme follows an important sequence, with each step designed to build on the previous one, providing a solid foundation that can be built upon across the psychologist's whole career.

The first basic building block is specialist knowledge of psychological difficulties. As this knowledge grows, a second building block of skills is needed to address the applied side of clinical psychology. Throughout the training, emphasis is placed on the development of and integration of both knowledge and skills (e.g., for assessment and intervention). By the final diploma exam, students will have the ability to draw on their knowledge and adapt their skills to the ever-changing clinical environment with clients and within the professional setting.

It is assumed that students will complete Years 1, 2 and 3 sequentially. Requests to do otherwise must be made in writing to the Director of Clinical Training and the request will be reviewed by all clinical staff.

The required courses in Year 1 consist of:

- **PSYC 641 Advanced Psychopathology** (0.25EFTS) - Models and theories of psychopathology
- **PSYC 642 Psychometric Assessment Methods** (0.15EFTS) - Psychometric assessments, theory and practice
- **PSYC 643 Year 1 Practicum** (0.20EFTS) - Interviewing skills; terms 1-2. Placement equivalent of 1-2 days a week; terms 3-4.
- ***Part-time research component** (Masters or PhD Thesis) (up to 0.65EFTS)

PSYC641, PSYC642 & PSYC643 must be completed concurrently.

The required courses in Year 2 consists of:

- **PSYC 651 Psychotherapeutic Methods** (0.25EFTS) - Psychotherapy models and practice

- **PSYC 653 Year 2 Practicum** (0.25EFTS) - Placement 2 days per week; terms 1-2 and 3-4 in The Psychology Centre or community placement
- **PSYC 654 Comprehensive Exam in Clinical Psychology** (0.10EFTS) - Examination on conceptual and integrative knowledge related to clinical psychology
- ***Part-time research component** (Masters or PhD thesis) (up to 0.65EFTS). The Masters thesis must be submitted for examination prior to enrolment in PSYC670 or PSYC671 and PSYC672.

PSYC651, PSYC653 & PSYC654 must be completed concurrently.

The required courses in Year 3 (or Years 3 and 4) consist of:

- **PSYC 661 Advanced Topics in Clinical Psychology I** (0.25EFTS) - builds on psychopathology assessment, and professional practice.
- **PSYC 662 Advanced Topics in Clinical Psychology II** (0.25EFTS) - builds on psychological intervention.
- **PSYC 670 Internship in Clinical Psychology** (0.50EFTS) **or part-time options; PSYC 671 and PSYC 672 – Internships.** After the completion of each Internship, students sit a practical examination for the Diploma.
- ***Part-time PhD thesis research component** (up to 0.65EFTS) may enrol concurrently in PSYC 671 but must have submitted their thesis prior to enrolment in PSYC672.

PSYC661 and PSYC662 must be completed concurrently (or prior) to PSYC670 or PSYC671 and PSYC672

Registration as an Intern Psychologist is required to enrol in the PSYC670 or PSYC671 and PSYC672 Internship in Clinical Psychology.

* refer to: Concurrent Enrolment in a Masters or PhD Thesis in Psychology pg 7.

Concurrent Enrolment in a Masters or PhD Thesis in Psychology

While independent qualifications, the Postgraduate Diploma in Clinical Psychology and a minimum of a Master's degree in Psychology from an accredited educational organisation are both required to be registered as a Clinical Psychologist in New Zealand with Te Poari Kaimātai Hinengaro o Aotearoa | The New Zealand Psychologists Board.

The first two years of the PGDipClinPsyc qualification are part-time (0.60 Equivalent Full-Time Student - EFTS). This means that a student who has not already completed an approved Master's degree can concurrently complete a Master's or PhD thesis (0.65 EFTS) in Psychology alongside the Diploma.

The final year(s) of the PGDipClinPsyc qualification can be completed either full-time or part-time. The Master's thesis must be submitted two weeks prior to starting the internship (i.e., prior to enrolment in PSYC670 or PSYC671), while the PhD thesis must be submitted two weeks prior to starting the final internship (i.e., prior to enrolment in PSYC672 Full-Time or Part-Time).

A standard part-time Master's thesis enrolment is for a duration of 19 months (120pts 0.65+0.35 EFTS). For most PGDipClinPsyc students who commence a Masters in March, this means the thesis is due around 30 September of the second year of their part-time enrolment. At the beginning of their second year in PGDipClinPsyc concurrently enrolled Master's thesis students may consider and confirm to the Graduate School whether they wish to extend the standard 19-month enrolment out to 24 months. Students should make this decision in discussion with their thesis supervisor(s) and based on anticipated workload. Additional fees apply to the extension; however, a partial reimbursement may be possible for any full calendar months remaining if

StudyLink Information

An enrolment must be 0.8EFTS to be considered full-time for StudyLink. A student enrolling in the Postgraduate Diploma in Clinical Psychology who has already completed their Masters/PhD in Psychology will be studying 0.60EFTS, therefore not meeting the full-time requirement.

To achieve full-time status, some students have opted to take another course alongside the PGDipClinPsyc. Students are encouraged to explore their options with StudyLink directly.

a thesis is submitted after 19 months but before 24 months.

Students planning on pursuing a PhD must seek permission from the Director of Clinical Training to concurrently enrol in PGDipClinPsyc courses and a PhD.

A student concurrently enrolled in a part-time PhD may only enrol part-time in PSYC671 and PSYC672. This extends year 3 of their training across 2+ years. Students undertaking this pathway should consider the PGDipClinPsyc time limit regulations and the possible affect on their clinical training.

Please see the options tables on the following pages. Table 1 takes 3 years and students who complete this option graduate with a Masters and the Diploma.

Table 2 takes a minimum of 3-4 years and students graduate with a PhD and the Diploma.

Table 1: Masters thesis enrolment concurrent to the Postgraduate Diploma in Clinical Psychology

This chart is intended as a guide only. Refer PGDipClinPsych regulations. Additional training pathways exist, if your planned pathway is not reflected in these charts please discuss your options with a UC Faculty of Science Student Advisor

	Pre-entry	Year 1	Year 2	Year 3
Academic	Normally, 3 year undergraduate degree (incl. PSYC 335 or 379 or equivalent) PLUS completion of either BSc/BPsych/BA (Hons) or Part I/MA/MSc in Psychology (including an approved 400/600-level research methods paper).	<p>PSYC 641 Advanced Psychopathology (0.25 EFTS)</p> <p>PSYC 642 Psychometric Assessment Methods (0.15 EFTS)</p>	<p>PSYC 651 Psychotherapeutic Methods (0.25 EFTS)</p> <p>PSYC 654 Comprehensive Exam in Clinical Psychology (0.10 EFTS)</p>	<p>PSYC 661 Advanced Topics in Clinical Psychology I (0.25 EFTS)</p> <p>PSYC 662 Advanced Topics in Clinical Psychology II (0.25 EFTS)</p>
Practicum	Clinical, or clinically-related experience (volunteer or paid) work in the community	PSYC 643 Year 1 Practicum (0.20 EFTS)	PSYC 653 Year 2 Practicum (0.25 EFTS)	PSYC 670 * Internship in Clinical Psychology (0.50 EFTS)
Research	Beginning to consider Masters thesis topics. For those completing a BSc/BPsych(Hons); a research project	Starting Masters thesis in Psychology part-time (0.65 EFTS)	Finishing Masters thesis in Psychology part-time (0.35 EFTS)	Masters Thesis requirements complete
Total Weighting (EFTS)		1.25 EFTS	0.95 EFTS	1.00 EFTS

Refer to programme regulations: by arrangement with the Director of Clinical Training it is possible to take 6-12 months break from PGDipClinPsych training.

* With approval of the Director of Clinical Training; Optional part-time PSYC 671 and PSYC 672 options are available in place of PSYC 670

Year 3

***PSYC 671** Internship in Clinical Psychology part-time (0.25 EFTS).

Year 4

***PSYC 672** Internship in Clinical Psychology part-time (0.25 EFTS).

Table 2: Upgrade from MA/MSc thesis to part-time PhD concurrent to the Postgraduate Diploma in Clinical Psychology
 This chart is intended as a guide only. Refer PGDipClinPsync regulations. Additional training pathways exist. If your planned pathway is not reflected in these charts please discuss your options with a UC Faculty of Science Student Advisor

	Pre-entry	Year 1	Year 2	Year 3	Year 4
Academic	Normally, 3 year undergraduate degree (incl. PSYC 335 or 379 or equivalent) PLUS completion of either BSc/BPsyncSc/BA (Hons) or Part I MA/MSc in Psychology (including an approved 400/600-level research methods paper).	<p>PSYC 641 Advanced Psychopathology (0.25 EFTS)</p> <p>PSYC 642 Psychometric Assessment Methods (0.15 EFTS)</p>	<p>PSYC 651 Psychotherapeutic Methods (0.25 EFTS)</p> <p>PSYC 654 Comprehensive Exam in Clinical Psychology (0.10 EFTS)</p>	<p>PSYC 661 Advanced Topics in Clinical Psychology I (0.25 EFTS)</p>	<p>PSYC 662 Advanced Topics in Clinical Psychology II (0.25 EFTS)</p>
Practicum	Clinical, or clinically-related experience (volunteer or paid) work in the community	PSYC 643 Year 1 Practicum (0.20 EFTS)	PSYC 653 Year 2 Practicum (0.25 EFTS)	PSYC671 Internship in Clinical Psychology part-time. (0.25 EFTS)	PSYC672 Internship in Clinical Psychology part-time or full-time (0.25 EFTS)
Research	Beginning to consider Masters thesis topics. For those completing a Bsc/BPsyncSc(Hons); a research project	Starting Masters thesis in Psychology part-time before upgrading to PhD part-time (0.65 EFTS)	Continuing PhD part-time (0.65 EFTS)	Continuing PhD part-time (0.65 EFTS)	PhD must be submitted for examination prior to enrolment in PSYC 672.
Weighting (EFTS)		1.25 EFTS	1.25 EFTS	1.15 EFTS	0.50 EFTS

*Refer to programme regulations: by arrangement with the Director of Clinical Training it is possible to take 6-12 months break from PGDipClinPsync training **

* We encourage students who take time off to enrol in a full-time PhD (1.00 EFTS) between Year 2 and 3 to enrol in PSYC 661 (+0.25 EFTS). However we do not encourage enrolment in both PSYC 661 and PSYC662 simultaneously with a full-time PhD workload.

Table 3: Enter PGDipClinPsyc having completed an acceptable Masters thesis or PhD in Psychology
 This chart is intended as a guide only. Refer PGDipClinPsyc regulations. Additional training pathways exist. If your planned pathway is not reflected in these charts please discuss your options with a UC Faculty of Science Student Advisor

	Pre-entry	Year 1	Year 2	Year 3
Academic	Normally, 3 year undergraduate degree (incl. PSYC 335 or 379 or equivalent) PLUS completion of either BSc/BPsycSc/BA (Hons) or Part I MA/MSc in Psychology (including an approved 400/600-level research methods paper).	PSYC 641 Advanced Psychopathology (0.25 EFTS) PSYC 642 Psychometric Assessment Methods (0.15 EFTS)	PSYC 651 Psychotherapeutic Methods (0.25 EFTS) PSYC 654 Comprehensive Exam in Clinical Psychology (0.10 EFTS)	PSYC 661 Advanced Topics in Clinical Psychology I (0.25 EFTS) PSYC 662 Advanced Topics in Clinical Psychology II (0.25 EFTS)
Practicum	Clinical, or clinically-related experience (volunteer or paid) work in the community	PSYC 643 Year 1 Practicum (0.20 EFTS)	PSYC 653 Year 2 Practicum (0.25 EFTS)	PSYC 670 * Internship in Clinical Psychology (0.50 EFTS)
Research	Completed Masters thesis or PhD in Psychology.	-	-	-
Total Weighting (EFTS)		0.60 EFTS	0.60 EFTS	1.00 EFTS

Refer to programme regulations: by arrangement with the Director of Clinical Training it is possible to take 6-12 months break from PGDipClinPsyc training.

* With approval of the Director of Clinical Training; Optional part-time PSYC 671 and PSYC 672 options are available in place of PSYC 670

Year 3	Year 4
* PSYC 671 Internship in Clinical Psychology part-time (0.25 EFTS).	* PSYC 672 Internship in Clinical Psychology part-time (0.25 EFTS).

Clinical Training Progression

This section is based on the 2026 course outlines and is subject to change.

During the clinical programme students will receive training in working with Māori woven through and across all three years of the programme. This includes, but is not limited to, specific taught content e.g., the pōwhiri process as a framework for engagement in Year 1, a marae-based wānanga in Year 2, the opportunity of placement and internship experience with a kaupapa Māori service, and kaupapa Māori cultural supervision in the internship year. In addition, students are encouraged to consider issues related to Māori, and more broadly, cultural and individual differences throughout the course of study.

Attendance is expected at all lectures/seminars. From the University of Canterbury Calendar, General Conditions for Credit Regulations: *“A student seeking course credit must engage satisfactorily in all required course-related activity, work and assessment specified in the course outlines”* There may be special seminars arranged during the term/semester breaks.

Year 1

PSYC641 Advanced Psychopathology

The content of each component of PSYC 641 is critical to becoming a clinical psychologist; therefore, all material is examinable. The study of psychopathology generally falls into one of several areas:

- Description (which includes classification, epidemiology, etc.)
- Etiology
- Assessment
- Intervention
- Prevention

In this course, we will generally focus most on the first two categories, some on the third and

less on the fourth and fifth. Other papers in the clinical psychology programme (PSYC 642 and PSYC651) focus on the third and fourth categories, respectively. The primary objectives for this course are for you to:

- Understand basic theoretical and methodological issues related to the study of psychopathology
- Recognise at a descriptive level various forms of adult and child psychopathology (i.e. what are the essential [diagnostic] features; what distinguishes one disorder from another); and
- Understand different theoretical and empirical perspectives on the etiology of psychopathology.

Assessment	Timing
Meihana Model Assessment	Term 1
Written Tests	End of Terms 2 & 4

Meihana Model Assessment: This assessment tests your ability to apply the Meihana model to a “real life” client and consists of two parts. An audio recording explaining the model, its components, and the metaphor underpinning it, to a client identified in a case study. A case note in which you identify the relevant components of the Meihana model contained within a case study.

Written Tests: There will be two tests, each at the end of a semester these amount to 70% of your grade and examine the content taught in the course that semester.

PSYC642 Psychometric Assessment Methods

The objective of the course is to introduce the theory and practice of neuropsychological and psychometric assessment in clinical practice. You will become familiar with the more frequently

used neuropsychological and psychometric tests, be aware of the strengths and deficits of each test, be confident with the choosing of tests for different presenting problems, and competent in the administration, scoring and interpretation of the tests. You will be able to communicate about the process, content and results of neuropsychological and psychometric testing in clear language, suitable for written reports to the client, and for verbal communication in professional settings.

Assessment	Timing
WAIS -5 Administration	Beginning of Term 2
Neuropsychological Report	Beginning of Term 4
Psychometric Paper Case/Oral Exam	End of Term 4

WAIS-5 Administration: This is a practical examination assessing your skill in administering, scoring and interpreting the WAIS-5. The WAIS-5 is one of the most frequently used psychometric tests both in terms of measuring general intellectual functioning and exploring neuropsychological functioning.

Neuropsychological Report: This written assignment aims to test your interpretation of assessment measures and clinical reasoning through the production of a written report. This report will be based on information about a pseudo client..

Psychometric Paper Case/Oral Exam: Consists of an oral exam based on a hypothetical referral released 60 minutes before the oral exam. The objective of the exam is to test your ability to generate hypotheses, develop a psychometric assessment strategy, and formulate.

PSYC643 Year 1 Practicum

The objective of the course is to provide students with the opportunity to apply the science of clinical psychology in the context of a practicum placement at The Psychology Centre.

Students will develop their understanding of the 'art of interviewing' in a manner that is client centred, evidence-based, safe, ethical, and culturally safe. Upholding the principles of Te Tiriti o Waitangi is emphasised. The pōwhiri process is used as a framework to underpin assessment processes and assist in the development of bicultural practice. The practicum component provides students with the opportunity to apply their skills by undertaking assessment interviews, psychometric assessment, observation of assessment and treatment, and report writing.

Term 1: Students will develop their understanding and skills in clinical interviewing in a manner that is client centred, evidence-based, safe, ethical, and culturally relevant.

Terms 2-4: Clinical work at The Psychology Centre. The practicum component of the course provides students with the opportunity to apply their knowledge within The Psychology Centre environment.

The focus of the placement is on psychological assessment, with the placement offering you the opportunity to develop your interviewing and psychometric assessment skills. You will engage in as much clinical case work as possible, including direct client work, observing your supervisor or other students completing clinical work, and writing clinical documents, such as case notes, letters, and reports. This could include working with clients being seen by clinical educators and clients being seen by year 2 clinical psychology trainees. You are required to complete at least one comprehensive assessment report.

For most students, this translates into being in the clinic on average for one day per week, however this may require some flexibility depending on the stage of placement and client availability.

Assessment	Timing
Interview Pass-Out	End of Term 2
Placement Evaluation	Terms 3 & 4
End of Placement Requirements	Term 4

Interview Pass-out: In the second week of your placement, your interviewing and report writing skills will be assessed in a practical exam. You will interview a “client” (an actor role-playing a client) and write a report based on your interview.

Placement Evaluation: At mid-way (Term 3) and the end of the placement (Term 4), students will receive both verbal and written feedback from their primary supervisor. The placement evaluation reports will remain on the student’s file. Details regarding the students’ progress will be provided to the supervisor of the second-year placement.

End of Placement Requirements: It is required that prior to the end of placement all clinical work is completed, and paper and electronic files are up to date.

Year 2

PSYC651 Psychotherapeutic Methods

This course provides students with a basic understanding of the conceptual foundations of cognitive and behavioural therapies (CBT) for child, adolescent and adult disorders including adapting CBT for Māori and Pasifika. To this end, the course will explore the theory, application and processes of cognitive and behavioural intervention approaches with reference to specific psychological disorders or problematic behaviour patterns, as well as highlight pertinent empirical data on the effectiveness of the various psychological interventions reviewed. As part of this course students will prepare for and participate in a wānanga / noho marae, where they will have the opportunity to develop their knowledge of tikanga and learn about kaupapa Māori approaches.

Assessment	Timing
Oral Assessment (paper case) Applying Psychological Mechanisms	Term 2
Oral Assessment (paper case) Child and Family	Term 3
Development of a client psychoeducation resource	Term 3
Motivational Interviewing Audio Assessment	Term 4

Oral Assessment Applying Psychological Mechanisms: You will be assessed on your demonstrated ability to develop clinical hypotheses, apply explanatory models to formulate what might be going on in the hypothetical clinical case and link this to treatment.

Oral Assessment Child and Family: you will be assessed on your demonstrated ability to develop clinical hypotheses, formulate and develop a treatment plan applicable to working with child and adolescent populations based on a hypothetical clinical case.

Development of a Client Psychoeducation Resource: Students research a provided topic related to CBT practice/interventions and create a written resource (such as a pamphlet or handout) that can be used with clients to help educate them about the topic.

Audio of Motivational Interviewing (MI) Students submit an audio of at least 20 minutes duration engaging in MI with a “client” who is considering changing their behaviour and is ambivalent about doing so.

PSYC653 Year 2 Practicum

The objective of the course is to provide students with the opportunity to apply the science and practice of clinical psychology.

Placements in year two focus on further development of your assessment skills and report writing skills and the development of therapy

skills. By the end of the course, you should be able to critically integrate assessment and intervention strategies in supervised clinical work to a level of competence expected for this level of training.

Your placements comprise two days per week (to be arranged with your supervisor) at the Psychology Centre in Semester 1 and Semester 2, with a different supervisor for each placement. Professional conduct and ethical practice are always expected.

Appropriate levels of supervision will be provided to guide this work, but the expectation is that students will show growing levels of autonomy and that supervision is less didactic in respect of later assessments.

Assessment	Timing
Placement Evaluations	Mid way and End of Placement 1 & 2
Placement Log	End of Placement 1 & 2
Treatment Reports	End of Placement 1 & 2
End of Placement Requirements	End of Placement 1 & 2

Placement Evaluations: At mid-way and at the end of the placement, students will receive feedback from their primary supervisor, including completion of a formal CYPRS evaluation.

Placement Log: Students are expected to keep a record of their experiences on placement and to submit these at the end of each placement

Treatment Report: Students must prepare one treatment report with attached literature review for each placement.

End of Placement Requirements: It is required that prior to the end of placement all clinical work is completed, and paper and electronic files are up to date.

PSYC654 Comprehensive Exam in Clinical Psychology

These exams will draw upon all the material

taught in the PGDipClinPsyc programme and will be graded on a pass/fail basis. You can expect that all core areas will be covered including cultural competency, child, adult and forensic / corrections and all these entail.

There will be a Comprehensive Exam consisting of one 3-hour written paper, followed by oral exam that will concentrate on students answers to the written paper, but may also cover any other relevant areas.

The written exam will consist of 12 short answer or essay questions and students are expected to pass 11 of these. The Oral Exam(s) will only be taken by those who were not successful at passing 11 of the 12 questions in the written exam and Oral Exam 1 will last no longer than 40 minutes for each student. You are expected to pass 11 of the 12 questions across the written and oral exam to pass this course/exam. The oral exam(s) will primarily focus on the questions you were not successful in passing on the written exam but may cover related material.

Those who have failed will be informed as to which questions they will need to sit in the second oral examination, and the scheduling for this oral exam.

Oral Exam 2. Any area that you have studied thus far may be examined in the second oral examination. A student needing to sit the oral exam 2 will be allowed a maximum of 40 minutes for the oral, and any one question will be assessed for no longer than 10 minutes.

You are expected to pass ALL questions to pass oral exam 2 and the course (i.e., 12 of the 12 questions). All examiners will be present for oral exam 2.

In the case of a FAIL on the oral exam 2 a student will not be able to enrol for PSYC 661, 662 and 670 the following year and the student will need to seek the permission of the Associate Dean (Academic) to repeat the course.

It is not possible to pass this course/exam based on a Special Consideration.

The standard set for a pass is like that set on the Diploma Exam; students are assessed on whether they show the adequate knowledge and competences to demonstrate sufficient mastery of the material learned to date in training and its integration with clinical issues. We are assessing academic competency across a wide area of study and determine a pass for each question based on this criterion.

The overall objective of the comprehensive exam is to evaluate mastery of core principles and applications in clinical psychology. Since eligible students will have already completed post-graduate course work in the main clinical areas, the comprehensive exam is constructed to evaluate the student's ability to integrate theory, methodology, and empirical knowledge associated with clinical psychology. Students who demonstrate adequate integrative skills are permitted to enter the final stages of diploma training in clinical psychology (PSYC 661, 662, and 670).

Year 3 (or 3+)

PSYC661 Advanced Topics in Clinical Psychology I

This course is a survey of advanced topics in clinical psychology that builds upon previous courses in psychopathology, assessment, and professional practice.

The objectives of the course are to:

- Increase specialist knowledge of areas of clinical psychology that have not been addressed more fully in the programme, and which require more foundational knowledge.
- Develop more sophisticated assessment knowledge and skills regarding culture and diversity, and ethical issues. This includes deepening competency in working with Māori delivered through a 2-day workshop.

By the end of the course, students will have more knowledge regarding specific specialist

areas in clinical psychology, will have a greater understanding of cultural, social and ethical factors impacting on psychological presentation and will have a more integrated knowledge of assessment and practice. Topics will include: working with specific disorders (e.g., psychosis) cultural and diversity issues.

Assessment	Timing
Working with Māori Oral Paper Case Exam	End of Term 1
Oral Paper Case Exam	End of Term 2

Oral Paper Case Examinations: The skill of communicating about clinical work and providing reasoning that supports your judgment is a core skill for a clinical psychologist. Oral paper case examinations provide you with the opportunity to demonstrate this skill, alongside assessing specific knowledge of clinical areas.

Expectations regarding performance on paper case examinations is that it will be the student's ability to structure and articulate the general approach to the case described that is tested as well as detailed knowledge of a particular clinical area involved. How this knowledge is demonstrated, communicated, and conveyed is also assessed. In PSYC661 there are two oral paper case examinations. The first PSYC661 Working with Māori oral examination is to provide a forum to specifically demonstrate, and be evaluated on, knowledge and application of content covered within the Psychology with Māori workshop, as well as relevant content covered within other clinical courses. This paper case is designed to assess both your cultural and your clinical knowledge. The second PSYC661 oral paper case exam is designed to broadly assess your clinical reasoning skills related to material taught within the course and may relate to any aspects of clinical practice from assessment through to case conceptualisation and treatment.

PSYC662 Advanced Topics in Clinical Psychology II

This course is a survey of advanced practices

in clinical psychology which builds on previous courses in psychological intervention

The objectives of the course are to:

- Increase specialist knowledge in advanced intervention methods.
- Learn more about interventions for specific psychological problems.
- Integrate theory and intervention for specific psychological problems.

By the end of the course, students will have more knowledge regarding specific psychological interventions, their theoretical foundations and techniques. Topics will include:

- Schema Therapy
- Meta-Cognitive Therapy
- Acceptance and Commitment Therapy
- Dialectical Behaviour Therapy

Assessment	Timing
May Oral Paper Case Exam	Term 2
June Oral Paper Case Exam	End of Term 2

Similar to PSYC 661, the assessment for the course includes two oral paper cases. The purpose of this is to expose students to one of the examination processes of the Diploma exam.

Please note: Block teaching in PSYC661 and PSYC662 enables students to have internships outside of Christchurch and still attend class.

PSYC670 Internship in Clinical Psychology (PSYC671 & PSYC672 are the part time options).

Admission requirements: Completion or Concurrent enrolment in PSYC661 and PSYC662. Registration with Te Poari Kaimātai Hinengaro o Aotearoa | The New Zealand Psychologists Board. Completion of a minimum of an approved Master's degree in Psychology or satisfactory progress toward a PhD deemed by the Director of Clinical Training. These courses are limited to students already admitted to the PGDipClinPsyc qualification.

The objective of this course is to provide students the opportunity to apply the science and practice

of clinical psychology in a practical setting.

The internship year usually comprises two internship clinical placements. If students are unable to complete the programme within the two clinical placements a further (third) internship cannot be guaranteed.

Enrolment in the internships can be completed full-time; PSYC670 or part-time; PSYC671 and PSYC672.

PSYC670 Full-time enrolment comprises two 6-month clinical placements. PSYC671 and PSYC672 Part-time enrolment comprises two one-year clinical placements. Enrolment in PSYC671 and PSYC672 requires permission from the Director of Clinical Psychology Training.

It is our preference that all students have paid internships, however we cannot always guarantee this. To secure a paid internship, it may be that students will need to be located outside of Canterbury for their Internship. While there are some variations in pay between services, the salary is broadly comparable between paid Internships.

The overriding focus for the year is for students to get enough clinical experience to enable them to continue to develop clinical skills and confidence.

The examinations aim to give students the opportunity to demonstrate clinical competency over a broad range of situations and content areas.

Our overarching philosophy is that of a generalist training. Therefore, we cover Child, Adolescent, and Family; Adult and Criminal justice/forensic areas in the examination. The implications of this are that students need to seek clinical experience in areas outside of the major focus of their internship placements. In addition, it is advisable for students to seek, with the assistance of their supervisor, as broad a range of experience as possible within their placement setting.

Assessment	Timing
Placement Evaluations	Mid way and End of Internship 1 & 2
Diploma Assessment Examination	Typically, End of Internship 1
Diploma Treatment Examination	Typically, End of Internship 2

At mid-way and at the end of the placement, students will receive feedback from their primary supervisor, including completion of a formal CYPRS evaluation.

The Diploma Examination

The final year examination, the Diploma Examination is split into two exams: an Assessment Exam and a Treatment Exam. Students will typically complete the Assessment Exam at the end of their first internship and then, subject to passing the Assessment Exam, sit the Treatment Exam at the end of their second internship.

The Treatment Exam is the Graduating Exam for PGDipClinPsyc and as such students of the programme must apply to the Examinations Office to sit the Diploma Treatment Exam.

Provided there is sufficient need both examinations are held in February and August each year. An exam will only be held when more than one student is sitting except under exceptional circumstances.

The Assessment Exam examining panel is made up of a UC PGDipClinPsyc staff member and a representative from the professional community.

The Treatment Exam examining panel is made up of a clinical academic from another university and a clinical psychologist representative of the professional community.

There are 10 basic components to both the Assessment and Treatment exam, not all of which involve student participation or action:

- Submission of two sample Assessment Reports/Treatment Reports with Literature Reviews.
- Video-recorded Assessment Interview/Treatment Session with a client (with consent confirmation form).
- Additional Assessment as required by the service and the referral question.
- Assessment Report/Treatment Report and Literature Review based on the client interview and any subsequent assessment/treatment and/or psychometric work
- Examiners review the submitted material
- Oral examination of the submitted material
- Examination committee deliberation.
- Review of samples of students' work to date during internship year.
- Additional assessments/psychometric evaluations with client.
- In addition, for the Treatment Exam, examination of the students' conceptualisation and formulation skills as they relate to two paper case referrals.

It is not possible to pass this professional qualification assessment course/exam based on a Special Consideration.

There is provision for a student to be Passed with Distinction. This may be awarded by the examiners when a student's performance on all aspects of the examination was exceptional, and the student has an average of an A- or better in all clinical programme courses for which grades are awarded.

In the event of failure, candidates are permitted to re-sit the final year examinations on two subsequent occasions. The first opportunity is typically six months later, but the student and clinical programme staff judgment regarding the likelihood of passing is a major determinant of the timing of a re-sit.

Three examination failures across the two components of the Diploma Exam (the Assessment and Treatment Exams inclusive) results in referral to the University's Review

of Academic Progress Committee and the PGDipClinPsyc programme staff being very unsupportive of permission to re-enrol.

A student who has failed an exam and elects to appeal that exam result will not be permitted to re-enrol in PSYC 670/671/672 and take part in an internship placement or examination until the appeal process is completed and an outcome reached.

Prior to starting Internships.

For enrolment in PSYC670 to be approved, students must also have completed a minimum of a Master's degree in Psychology from an accredited educational organisation. In practical terms, this means the Master's thesis submitted at least two weeks prior to the beginning of the internship (for internships commencing in March this typically translates to the first day of the academic year).

With approval from the Director of Clinical Training PhD students may enrol in PSYC671 part-time but need to submit their thesis two weeks prior to commencing their second internship (i.e., prior to enrolling in PSYC672 part-time or full-time).

The Health Practitioners Competence Assurance Act 2003 (HPCA) requires that all students completing an internship are registered with Te Poari Kaimātai Hinengaro o Aotearoa | The New Zealand Psychologists Board (The Board) as an Intern Psychologist. Students can find the documents and information regarding registration at <http://www.psychologistsboard.org.nz>. Students are required to pay the registration fee.

When registered as an Intern Psychologist students may work under direct supervision while undertaking the internship requirements for PSYC670, PSYC671 or PSYC672 and use the title 'Intern Psychologist' within this capacity. Use of the title psychologist alone or in combination with any other term (e.g., assistant

psychologist or assistant clinical psychologist) is in contravention of the HPCA Act and is liable for a \$10,000 fine.

Students are urged to register as soon as possible, refer to Te Poari Kaimātai Hinengaro o Aotearoa | The New Zealand Psychologists Board website for registration dates. Students will not be able to commence their internship until they are registered and will need to provide evidence of registration to the programmes' administrator two weeks prior to the internship commencement date. (for internships commencing in March this typically translates to the first day of the academic year). Failure to do so will mean that the student will not be permitted to start their internship until the next available round.

In addition to the requirements published on their website, when registering as an Intern Psychologist the Board will require:

- Proof of completion of a Master's degree in Psychology from an accredited educational organisation. Those who have not yet completed this at the time of applying for registration, will need to make a note of the date they expect this to be completed, or that they have upgraded to a PhD.
- Confirmation of enrolment in an accredited programme and expected start and finish dates for internship/s - please correspond with the programme's administrator for confirmation.
- Referee Reports: At least one of the referee reports must come from a registered psychologist, stating what they know of your character, work experience and professional standing. Programme staff are happy to provide one reference.

Interns may wish to join professional associations such as the NZCCP or NZPSS. It may be that these professional organisations can assist with indemnity insurances.

Clinical Placements and Internships

Placements in PSYC643 and PSYC653 and Internships in PSYC670/PSYC671 and PSYC672 are supervised by senior clinical psychologists in the field and occupy between 7 and 40 hours per week.

The available workplace settings vary from year-to-year, but in the last few years have included:

University of Canterbury

- Te Taumata Kaupapa Hauora Hinekarō | The Psychology Centre

Ara Poutama Aotearoa | Department of Corrections

- Canterbury Area Group, Christchurch Men's Prison and Ensors Road sites
- Kia Marama Special Treatment Unit for Child Sex Offenders, Rolleston Prison
- Matapuna Special Treatment Unit for Violet Offenders, Christchurch Men's Prison

Etu Pasifika

Explore

Laura Fergusson Brain Injury Trust

Purapura Whetu Trust

- Manu Ka Rere
- Muslim Wellbeing Team
- Te Kakano Hauora (formerly Whānau Ora)
- Te Oriori
- Te Waharoa

Te Whatu Ora | Health New Zealand - Waitaha | Canterbury

- Adult Community Mental Health Services (East, West, North, South, and Rural Sectors)
- Anxiety Disorder Service
- Brain Injury Rehabilitation Service

- Canterbury Neonatal Service
- Child, Adolescent & Family Services (North and South teams)
- Child, Adolescent & Family Inpatient Unit
- Community Alcohol and Drug Service
- Diabetes Service
- Hereford Centre
- Psychiatric Services for Adults with Intellectual Disabilities
- The Mindsight Programme (under Adult Community Mental Health Services)
- Mothers and Babies Service
- Older Person's Mental Health
- Pain Management Centre
- Psychiatric Consultation Service
- Regional Forensic Psychiatric Service
- South Island Eating Disorders Service
- Spinal Injuries Unit
- Tōtara House



Te Pokapū Mātai Hinengaro | The Psychology Centre. Located in The Psychology and Jane Soons Buildings, The University of Canterbury Ōtautahi Christchurch.

Professional Standards, Code of Ethics and Confidentiality

Under the Health Practitioners Competence Assurance Act (HPCAA), programme staff are required to notify the Te Poari Kaimātai Hinengaro o Aotearoa | The New Zealand Psychologists Board (the Board) if we believe a student is unable to practice safely due to a mental or physical condition. Programme staff have a duty to:

- Monitor and assess fitness to practise throughout training
- Provide appropriate support and document any concerns.
- Notify the Board if concern(s) are unresolved and poses a risk to safe practice. The Board treats such notifications as health management issues, not disciplinary matters.

Mental health conditions do not automatically disqualify a student from placement or registration. The key consideration is whether the condition affects their ability to practice safely and competently.

It is therefore important that students and interns raise any problems they may be experiencing with programme staff/supervisors or the Director of Clinical Training so that we can facilitate supportive intervention where needed. We may need to consult with the Board to confirm when a notification is required or include relevant health disclosures in registration endorsements, when necessary, and students will be made aware when this is the case.

Professional Practice

We expect students to always behave professionally.

Maintaining client confidentiality is of the utmost importance and is both a legal and ethical requirement. This means that identifying information about any client should never leave your placement/internship setting. If there are ongoing problems with completion of reports or access to computers in your placement setting to do this, then this should be discussed with your placement supervisor in the first instance. Any breaches of confidentiality will be treated seriously.

In line with maintaining confidentiality, we also expect all our students to abide by the Code of Ethics for Psychologists working in Aotearoa | New Zealand and to become familiar with the code from inception in the programme. Students' professional practice includes complying with Best Practice documents and guidelines prepared and maintained by Te Poari Kaimātai Hinengaro o Aotearoa | The New Zealand Psychologists Board.

Client documents and clinical files must be taken very seriously and maintained in such a way that it reflects favourably on your practice of clinical psychology. As you work with client records, you should operate under the assumption that you could be asked to account for your work at any time. As such, consider the costs versus benefits of including some material in your case notes as well as your ability to support your inferences from client reports if called to do so. As a rule, it is appropriate to only include those impressions that are supported by data presented by the client and relevant to your delivery of services

to the client. The general condition of the file, in addition to the specific notes contained within it, can be considered reflective of the quality of services provided to the client.

Do not store a case note or any document related to a client on a computer that is accessible by others outside of Te Pokapū Mātai Hinengaro | The Psychology Centre (e.g., the computers in computer laboratories or in the library). You should not use a personal computer to complete your placement or internship work; a computer should be made available for you to use at your

placement site. Because of privacy issues, you should not take any client files home with you to complete a report. If you intend to use a personal computer to complete anonymised reports, make sure all identifying information is deleted from the file first before uploading to any form of external file storage, cloud or your personal computer. At some points in your training, you might be asked to submit anonymised reports as part of assessment, all identifying information must be removed prior to upload to Ako|Learn or other submission portal.

Registration in the Clinical Psychologist scope of practice

Graduates of the PGDipClinPsyc can apply to Te Poari Kaimātai Hinengaro o Aotearoa | The New Zealand Psychologists Board for registration as a “Psychologist” in the Clinical Psychologist scope of practice.

Once a student has passed the Diploma Examinations and confirmation documentation has been received from their primary supervisor that they have completed their internship requirements, their final grade for the qualification will be recorded. The Diploma can only be awarded once a student has also successfully completed a minimum of a Master's degree in Psychology from an accredited educational organisation.

Many students will make their application prior to their graduation ceremony; therefore, the Director of Clinical Psychology Training will provide the Board with necessary evidence of their completion of the Diploma upon completion of the qualification requirements.

For more information about registration with Te Poari Kaimātai Hinengaro o Aotearoa | The New Zealand Psychologists Board and the Clinical Psychologist Scope of Practice please refer to their website <http://www.psychologistsboard.org.nz>.

Important Academic Policies and Information

Refer to the PGDipClinPsyc regulations

Communication

To best address regular student training needs, there must be a free flow of information between programme staff and supervisors. This will always be performed with respect for student's privacy and only information that is relevant to training will be shared.

Relevant programme staff hold regular meetings with placement supervisors and community clinical leads. Students and/or supervisors may request a meeting with the Director of Clinical Training and/or other members of the programme staff at any point in the training.

The most efficient way of communicating with programme staff is via email or through class representatives. Staff will endeavour to respond promptly. A general rule is that queries relating to a course should be directed to the relevant Course Coordinator or to the Director of Clinical Training. Placement/internship queries should be directed to your Supervisor, or Course Coordinator or the Director of Clinical Training, if you are unsure of who to contact the programmes administrator or Director of Clinical Training are available to advise. Student representatives for each cohort year attend clinical staff meetings, usually held monthly.

If there are issues concerning the programme, please bring these directly to us, we do listen and will do all we can to address concerns. Emails to clinicalpsychology@canterbury.ac.nz reach the programme administrator for reallocation to appropriate staff.

Leave

Attendance is expected at all scheduled lectures, labs, workshops and for placement and internships, and as detailed in the applicable course outlines. Lectures and Labs are typically held in person at our Christchurch Campus.

Any leave of absence you wish to request will need to be approved in advance by the Director of Clinical Training. Approval of leave is permitted very rarely and only in exceptional circumstances which are beyond the student's control. Any leave request should be for the minimum length of time required. Holiday plans are not considered valid grounds for leave. Reasons that might be considered align with those permitted for examinations alternative arrangements. Extended absences beyond one year will only be approved in exceptional circumstances and return to the programme will require a demonstration of competence to the satisfaction of the Director of Clinical Training.

If you are unable to attend a lecture or lab due to illness you should email the Course Coordinator and Lecturer (if known), it is helpful to provide a plan for making up that lesson, e.g., borrow classmates' notes, review lecture slides and complete readings.

Special Consideration

Detailed information on the Special Consideration process is available on the examinations website: www.canterbury.ac.nz/study/special-consideration/. Due to the professional training nature of this programme, the range of remedies may be limited, including

that it is not possible to pass the Comprehensive and Diploma examinations based on Special Consideration.

Exam instructions

Clinical exams may be timetabled during or outside of class time and may not be scheduled during the UC mid-year or end of year examination period.

Clinical exams are subject to the UC exam instructions.

Withdrawal from the Programme

It is the right and responsibility of programme staff to inform a student if they are not progressing as expected and their ability to provide best care to clients is impacted, and to explore with the student the possibility that clinical psychology may not be the right field for them. Programme staff may also suggest that students seek outside counselling and/or therapy.

Students have been carefully selected and have already demonstrated intellectual competence to succeed academically. However clinical psychology work is not the same as university study and there are sometimes stressors and demands when working with clients for which students are not always equipped, personally, emotionally and academically. Withdrawal from the programme is possible.

The following are grounds for consideration for withdrawal, this list is not exhaustive.

- Significant emotional or interpersonal problems affecting the ability to deal with clients.
- Addiction to any illegal substances or alcohol dependence or abuse.
- Problems with anger or violence.
- Difficulty in respecting other people's needs and feelings.

Withdrawal from the programme can be considered relatively automatic in the following instances, this list is not exhaustive.

- Any breach of the Code of Ethics For Psychologists Working in Aotearoa/New Zealand.
- Working with clients without supervision.
- Unsafe, unethical or unprofessional behaviour.
- Breaches of professional conduct and practice.
- An inappropriate relationship with a client.
- Expressions of serious cultural, religious, or lifestyle intolerance.
- Conviction of any criminal offense.
- Plagiarism, cheating in assessments/exams, falsifying data, or any form of academic or clinical deception and dishonesty.
- Failure of required courses, or three failures across the Diploma Exams (the assessment and treatment exams collectively).

Earning a grade below a B+ in any course will result in a review of the student's status in the programme. The review will be conducted by any of the following: programme staff, Director of Clinical Training or delegate, or Faculty of Science Academic Dean or delegate. An outcome of the review can be withdrawal from the programme.

On placement/internship the identification of significant concerns or a rating of inconsistent, slow, or unsatisfactory progress at the mid-placement evaluation will trigger a review with Programme staff to develop a remedial plan of action for the student. The identification of significant concerns or a rating of inconsistent, slow, or unsatisfactory progress at the end-placement evaluation will trigger a review with Programme staff. This review will include the clinical supervisor and may include information

or concerns not identified in the VMAT-CΨPRS. If concerns have persisted across or within placements, or the concerns are significant, the placement may be determined to be failed. A failed placement will trigger a review with Programme staff and the student will not be able to progress to the next stage in their training or to sit the assessment or treatment exam and may be withdrawn from the programme.

Instances identified by programme staff or other relevant parties as applicable for withdrawal will be considered on a case-by-case basis by the Director of Clinical Training. The Director may consult with the parties concerned or other agencies in reaching their recommendation. In some instances, suspension from the programme might be necessary while the Director considers their recommendation. The Director's final recommendation will be delivered to the Amo Matua, Pūtaiao | Executive Dean of Science or their delegate for appropriate action.

Professional Memberships

We perceive students as our future colleagues and professionals. We encourage you to attend workshops, seminars, professional conferences and to join the professional organisations, such as New Zealand College of Clinical Psychologists, or the New Zealand Psychological Society.

Graduate Profiles



“Are you reading my mind?” or “You’re such a psychologist!” are often lines I’m sure anyone that studies or practices psychology has heard before. Without fail, I find myself responding to these questions and statements with the answer “Many of us were like this before!”

It’s very possible your experience and personality differs, in which case – great! Variety is what makes this profession powerful. Although I will share a bit about myself and the journey in the hope that you might see a bit of you in it, and how UC fits in!

Since young, I had constantly pondered my own inner experience, and with both time and experience I shifted to wondering about others’. Unfortunately, conservative South African society didn’t quite validate open reflection and vulnerability and so, much internal deliberation was left...internal. Until one day an English teacher mentioned a comment that “thinking about thinking is the highest form of intelligence” – whilst I’m not sure about the accuracy of this statement, my teenage self finally felt empowered. Next, imagine my excitement upon discovering psychology! A profession that spends most of its time “thinking about thinking”, fostering vulnerability, and

helping empower other’s voices. It felt like the perfect fit, and now having studied for 8 years, and practiced as a psychologist for a few, I can confidently say it really is.

I have had the fortune of attending four universities during my psychology journey, all have been pivotal in my growth as a person and a clinician. What I have truly appreciated about UC is the range of experience it offers, as well as the excellent support from staff and fellow students. You are supported to discover and learn more about yourself whilst also learning about others, and most importantly, assisting both parties to work towards change for the better. The Clinical Psychology programme and its connection with the community is a strength that cannot be understated, as during my time on the programme I worked in both general and specialist mental health, as well as at the Department of Corrections.

Since registering I have worked at the Anxiety Disorders Service, have co-led a men’s group for those affected by the March 15th attacks, as well as worked in a hospital assisting those with chronic pain conditions. The variety of work and experience Clinical Psychology and training through UC affords never ceases to amaze me. It is a privilege to work in a field that allows us to learn so much about all the different worlds we live in.

Hopefully this small account helps, and sadly, I still can’t read minds, but I do feel the old South African proverb captures the psychology experience as a whole “Ubuntu! I am what I am because of who we all are!”.

Matthew Dua
Clinical Psychologist



Nga mihi nui ki a koutou
Ko Tarawera te maonga
Ko Kaipara te awa
Ko mahuhukeitirangi te waka
Ko waikeretu te marae
Ko Ngat whatua , ko Ngati whatua te iwi
Ko Alex Richards toku ingoa.

From a very young age I was regarded by my whanau as being a ‘tutū’ – the kid who needed to touch everything, play with everything and ask questions about everything. I never really thought too much about these stories, until I was speaking with a kaumatua who is very close to me. We were laughing and I was talking about being a little tutu growing up, something I sometimes found embarrassing because ‘tutū’ can be understood as a colloquial term for being a nuisance, nosey, and cheeky. He said something interesting. He said his understanding of the word was as ‘inquisitive’ – a kid who was curious, wanting to find out more, and seeking out answers. This resonated with me, and I wondered if my path towards Clinical Psychology was being shaped from early on. Human behaviour had also been an interest of mine, and subsequently, Clinical Psychology appeared a perfect fit – it encourages us to be curious, to ask questions and to seek knowledge and understanding around what it is to be human.

I was fortunate enough to have been accepted by both Victoria University and Canterbury University clinical programmes. As I am from Christchurch, I knew whanau and friends would be an integral

part of my journey, however other benefits included having a paid internship at Year 3 (unlike Victoria), as well as having the choice to complete my masters full-time prior to applying for the programme, something that fostered my interest, experience and skills in research.

The UC programme has definitely prepared me for my work as a Clinical Psychologist. The clinical staff were exceedingly knowledgeable, supportive, friendly and approachable – something that is incredibly important when faced with so many unknowns. The theoretical and practical components of the course provided me with a sound knowledge base, skills and opportunities to develop as a scientist-practitioner, while the range of placements and supervision provided further opportunities to develop and really challenge myself.

I am passionate about promoting the wellbeing and health of Maori and our whanau, and a personal and professional commitment in my mahi has been to understand and address the under-representation of Maori in the health and justice systems. Since graduating from the programme, I have been afforded this opportunity within the Youth Forensic Team. I am privileged to work with taiohi and their whanau, and consider the role as being the interface of health and offending/youth justice. Within this role I complete court ordered health assessments, psychological assessments and intervention for rangatahi who have mental health and/or addiction needs and who have found themselves in the youth justice system. Working as a clinical psychologist, every day is different, and I feel privileged to do the mahi I do, and work with such brave and inspiring individuals.

Alex Richards
Clinical Psychologist



I first came to New Zealand on a clinical research placement while I completed my BSc (Hons) in Psychology in the UK. The outdoor lifestyle here in Christchurch and the support and learning opportunities on my placement inspired me to begin my postgraduate studies here at UC to work towards my aim of becoming a Clinical Psychologist.

My PhD research focussed on the impact of a range of novel tobacco control strategies on smokers' behaviour and demand for cigarettes. I am grateful to have worked alongside a range of researchers and public health specialists from all over the country who are collaboratively working towards the goal of Smokefree Aotearoa 2025, and it was incredibly rewarding to be able to carry out research on such a major social issue at a pivotal time of change. At UC I have been supported to develop the necessary skills and experiences to not only complete my PhD thesis but to become a proficient, contributing academic in the field of behavioural economics and tobacco control. This has included teaching and tutoring opportunities, producing academic publications, and presenting my research both in New Zealand and Europe.

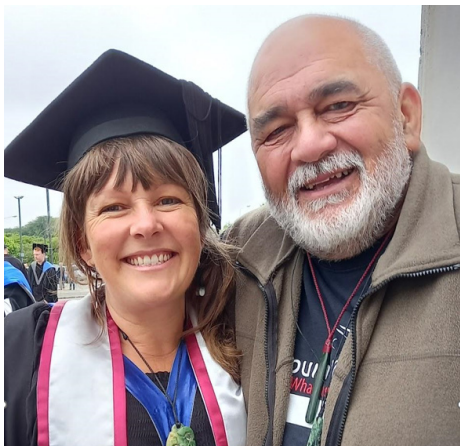
Alongside my research, completing the Clinical Psychology training programme provided me with opportunity to apply theoretical knowledge to clinical practice. The quality of teaching, supervision and placement opportunities helped me to develop confidence in my knowledge and skills in a wide range of settings, allowed me to

work towards my personal learning and career goals, and supported my transition from student to practitioner. Balancing my research and clinical training was a challenging but rewarding experience and I could not have achieved it without the supportive team atmosphere among students and staff in the department.

The skills and confidence I developed academically, professionally and personally at UC have been invaluable in setting me up to begin my career as a Clinical Psychologist. I am currently working at Kia Marama Special Treatment Unit, Department of Corrections, providing assessment and group treatment in a prison setting to reduce reoffending.

Dr Megan Tucker

Clinical Psychologist



Taryn Hale and Hira Campbell, Purapura Whetu

Tēnā koutou katoa

Ko Maungatapu tōku maunga

Ko Maitahi tōku awa

Ko Tainui tōku waka

Ko Whakatu tōku marae

Ko Te Tau Ihu tōku turangawaewae

Ko Taryn Hale tōku ingoa

He kaimātai hinengaro ahau

I'm Taryn and I am proud to be a kaimātai hinengaro, clinical psychologist working at the new women's psychological service at Christchurch Women's Prison. I completed an undergraduate degree in psychology straight out of high school many years ago but I wasn't the best student back then. After graduating and travelling for a few years, I ended up working at Ara Poutama Corrections as a Programme Facilitator. This was a fantastic job and enabled me to learn psychological models, group facilitation and to work alongside kaimātai hinengaro. It also piqued my interest in upsizing my degree and training to be a kaimātai hinengaro.

With some flexibility from my employer, and some late nights once my kids were in bed, I

completed my honours degree part time over three and half years. Fortunately, I completed the degree with much better grades than in my undergrad studies, which probably reflected my increased focus on psychology and the real life experiences and understanding I had gained in my mahi, work. My honours study allowed me to taste a range of potential masters topics, and I was fortunate to be welcomed into Te Puna Toiora, The Mental Health and Nutrition Research Group as part of a larger research project looking at micronutrient supplementation for improving mental wellbeing. This also allowed me to incorporate my interest in kai, food and hauora, wellbeing from a Māori perspective alongside my masters research, and to help build engagement between our research group and community groups through presentations and whakawhanaungatanga, relationship building.

I completed my clinical training alongside my masters which was busy but achievable. The clinical programme provided a mix of taught classes, student led presentations and supervised client work in the clinic, which I found gave us practice-based experiences to integrate our learning. Having come from a team at Ara Poutama that was strong in bicultural practice, I was confident working bi-culturally and wanted to develop this further during my training given the systemic biases in many of the places kaimātai hinengaro work in Aotearoa. During my training, the clinical programme initiated a partnership with a local Whānau Ora mental health service, Purapura Whetu, where I completed both my second year placement and one internship placement. Being immersed in a kaupapa Māori service really enhanced my training and I've made a lifelong connection with the whānau I worked alongside there. I know this partnership with UC has developed further and will continue to provide amazing training opportunities for interns.

I really value connections with others. My

relationships with my classmates, the UC staff, my research group and community placement kaimahi, colleagues were a real highlight in my training. Outside of the programme I had a mentor, joined a kaimātai hinengaro Māori roopu and built connections with UC Māori, in addition to the support from my whānau to help with my tamariki and the workload. He aha te mea nui o te Ao? He tāngata, he tāngata, he tāngata.

Taryn Hale

Clinical Psychologist

Employment Post Graduation

The table below summarises the area of first place of employment after graduating from the Postgraduate Diploma in Clinical Psychology.

Year	Child & Family	Adult Mental Health	Corrections /Forensic	Health	Unspecified	Academic *	Overseas
2014	13%	88%	0	0	0	0	0
2015	8%	33%	58%	0	0	0	8%
2016	8%	42%	33%	8%	8%	0	8%
2017	10%	40%	50%	0	0	0	0
2018	0	27%	55%	9%	0	0	0
2019	0	40%	40%	0	20%	0	10%
2020	15%	35%	30%	20%	0	0	0
2021	8%	58%	0	0	17%	8%	8%
2022	14%	41%	45%	0	0	0	0
2023	4 %	32 %	21 %	4 %	7 %	4 %	0
Mean	8 %	44 %	33 %	4 %	5 %	1 %	4 %

* Includes Lecturer, Postdoctoral Fellowship, and Research Fellow

Postgraduate Diploma in Clinical Psychology (PGDipClinPsyc – 264 points)

These regulations must be read in conjunction with the General Regulations for the University and the Clinical Psychology Handbook.

1. Version

- (a) These Regulations came into force on 1 January 2025.
- (b) This Diploma was first offered in 1962.

2. Variations

In exceptional circumstances the Amo Matua, Pūtaiao | Executive Dean of Science or delegate may approve a personal programme of study which does not conform to these Regulations provided the programme structure does not change.

3. The structure of the qualification

- (a) The Postgraduate Diploma in Clinical Psychology comprises the courses listed in Schedule C to these Regulations.
- (b) In Year 3 a student will undertake 60 points from Schedule E to these regulations: either PSYC670, or PSYC671, and PSYC672.
- (c) The Diploma can only be awarded once a student has successfully completed an MA, MSc or PhD in Psychology.

4. Admission to the qualification

A student for the Postgraduate Diploma in Clinical Psychology must have:

- (a) been credited with PSYC335 or PSYC379 (or an equivalent course) and an approved 400 or 600-level course in research methods;
- (b) been accepted as a student by the Amo Matua, Pūtaiao | Executive Dean of Science or delegate, following an interview and review of application materials. A student must provide academic records, letters of recommendation and evidence of relevant experience; and
 - i. A student must provide academic records, evidence of relevant experience, and three referee reports;
 - ii. Admission Regulation 11(b)(ii) does not apply. Selection is based on an assessment of the following indicators: Academic merit; relevant experience; the referee reports; and performance in an interview with a programme representative or representatives. The Selection Panel of the Te Kura Mahi ā-Hirikapo | School of Psychology, Speech and Hearing may establish criteria to determine which applicants will be short listed for interviews. Applicants who are not short listed will not be offered a place in the Diploma programme; and
- (c) as a minimum academic requirement, have fulfilled the requirements for the BA(Hons), or Master of Arts (Part I), or BSc(Hons), or Master of Science (Part I) – all of which must be in a discipline of Psychology.
- (d) A student for whom English is a second language must provide evidence of IELTS (Academic) 7.5 with no score less than 7.0 or equivalent.

A student seeking admission may be required to pass a qualifying programme or courses prior to commencing this degree.

5. Subjects

There are no majors or minors for this qualification.

6. Time limits

- (a) The time limit for this qualification is 60 months.
- (b) In exceptional circumstances, a student may apply to the Amo Matua, Pūtaiao | Executive Dean of Science or delegate for an extension of no greater than 9 years from initial enrolment.

7. Transfers of credit, substitutions and cross-credits

This qualification adheres to the Credit Recognition and Transfer Regulations, with no additional stipulations.

8. Progression

This qualification adheres to the General Regulations for the University, with the following stipulations:

- (a) Unless an exemption is granted by the Amo Matua, Pūtaiao | Executive Dean of Science or delegate or delegate, all courses must be passed at the first attempt.
- (b) A student wishing to sit the graduating examination:
 - i. must apply in writing to sit the examination and been approved by the Kaihautū | Director of Clinical Training or delegated other; and
 - ii. must have passed all the courses listed in the Schedule to these Regulations except for PSYC670, PSYC671 or PSYC672, Internship in Clinical Psychology; and
 - iii. must have received satisfactory reports on their performance in PSYC670, or PSYC671 and PSYC672, from their internship supervisors; and
 - iv. may apply to sit the examination a maximum of two additional times; and
 - v. must successfully pass the exam within two years of the first attempt or within five years of first enrolling in PSYC670, PSYC671 or PSYC672, whichever comes first.
- (c) A student will be withdrawn from the programme if:
 - i. a required course is failed; or
 - ii. two failures are received on the PSYC Comprehensive Exam in Clinical Psychology; or
 - iii. three failures are received on the Diploma exam.
- (d) Earning a grade of below a B+ in any course will result in a review of the student's status.

Concurrent enrolment in an MA, MSc or PhD

- i. A student who, on entry to the Diploma, has not qualified for the Degree of Master of Arts or Master of Science (or equivalent) or PhD in Psychology must have concurrently enrolled in one of these degrees before the end of Year 1.
- ii. A student who is enrolled in the Diploma and who is concurrently enrolled in Part II of the Master of Arts or Master of Science or PhD must:
 - a. be enrolled part-time in the degree and have had the permission of the relevant Amo | Dean on the recommendation of the Tumuaki Kura | Head of School; and
 - b. maintain satisfactory progress in their work for the degree in order to maintain enrolment in the Diploma.
- iii. A master's student must have submitted their research submission for examination before being enrolled in PSYC670, PSYC671 or PSYC672 Internship in Clinical Psychology.
- iv. A PhD student may only enrol concurrently in PSYC670, PSYC671 or PSYC672 Internship in Clinical Psychology if it is expected that the student will have submitted the research submission by the end of the Internship.

9. Honours, Distinction and Merit

This qualification adheres to the General Regulations for the University, with the following stipulations:

- (a) Merit is not awarded for this qualification.
- (b) Distinction is awarded on the recommendation of the Director of the Clinical Training Programme and the examiners of PSYC670, or PSYC671 and PSYC672, and the overall GPA of qualification courses.

10. Exit and Upgrade Pathways to other Qualifications

There are no advancing or exit qualifications for this Diploma.

Schedule C: Compulsory Courses for the Postgraduate Diploma in Clinical Psychology

For full course information, go to courseinfo.canterbury.ac.nz

Group 1: Year 1: 0.6 EFTS

Course Code	Course Title	Pts	2026	Location	P/C/R/RP/EQ
PSYC641	Advanced Psychopathology	30	W	Campus	P: Subject to approval of the Head of Department.
PSYC642	Psychometric Assessment Methods	18	W	Campus	P: Subject to approval of the Head of Department.
PSYC643	Year 1 Practicum	24	W	Campus	P: Subject to approval of the Head of Department.

Group 2: Year 2: 0.6 EFTS

Course Code	Course Title	Pts	2026	Location	P/C/R/RP/EQ
PSYC651	Psychotherapeutic Methods	30	W	Campus	P: Subject to approval of the Head of Department.
PSYC653	Year 2 Practicum	30	X	Campus	P: Subject to approval of the Head of Department.
PSYC654	Comprehensive Exam in Clinical Psychology	12	W	Campus	P: Subject to approval of the Head of Department.

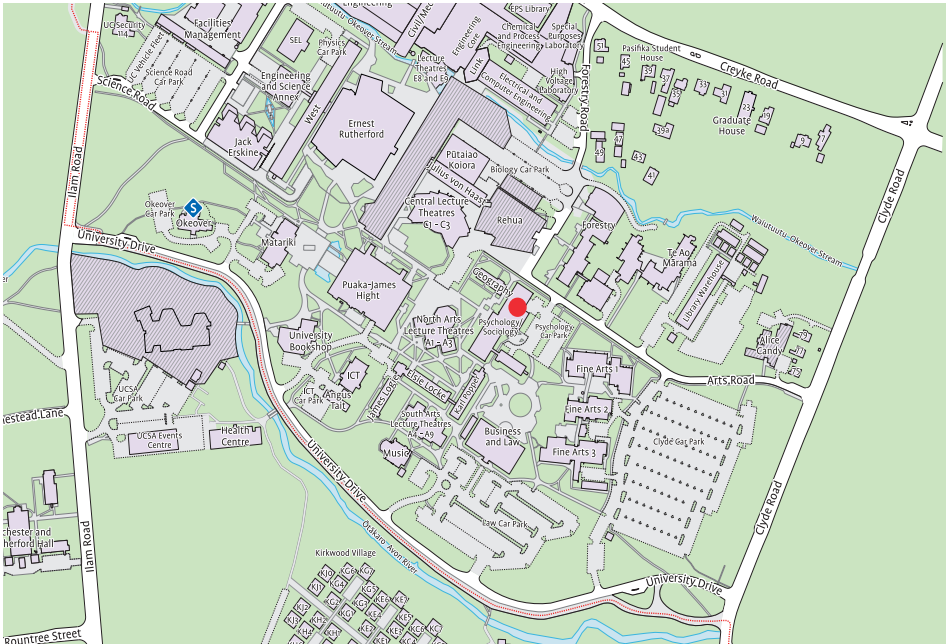
Group 2: Year 3: 1.0 EFTS

Course Code	Course Title	Pts	2026	Location	P/C/R/RP/EQ
PSYC661	Advanced Topics in Clinical Psychology I	30	W	Campus	P: (1) PSYC651, PSYC653, PSYC654 (2) Entry is subject to approval of the Head of Department.
PSYC662	Advanced Topics in Clinical Psychology II	30	W	Campus	P: (1) PSYC651, PSYC653, PSYC654 (2) Entry is subject to approval of the Head of Department

Schedule E: Elective Courses for the Postgraduate Diploma in Clinical Psychology

Course Code	Course Title	Pts	2026	Location	P/C/R/RP/EQ
PSYC670	Internship in Clinical Psychology	60	A	Campus	P: PSYC651, PSYC653, PSYC654. Entry is subject to Head of Department approval. C: PSYC661, PSYC662.
PSYC671	Internship in Clinical Psychology A - Part-time	30	A	Campus	P: (1) PSYC651, PSYC653, PSYC654 (2) Entry is subject to approval of the Head of Department C: PSYC661, PSYC662 R: PSYC670
PSYC672	Internship in Clinical Psychology B - Part-time	30	A	Campus	P: PSYC651, PSYC653, PSYC654, PSYC671 C: PSYC661, PSYC662 R: PSYC670

Contact Information



Physical Location

Te Kura Mahi ā-Hirikapo | The School of Psychology, Speech and Hearing is located in the Psychology-Sociology and Ann Ballin Buildings.

Te Pokapū Mātai Hinengaro | The Psychology Centre is located off Arts Road in the clinic shared with Speech and Hearing and within the Jane Soons building.

Director of Clinical Training



Eileen Britt

Professor of Psychology
eileen.britt@canterbury.ac.nz

Research Interests: Motivational interviewing, culturally responsive practice, supervision and training, anxiety, depression, eating disorders, and health psychology.

Refer to UC School of Psychology, Speech and Hearing website for all staff research profiles.

Enquiries

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In person enquiries can be made to the School Administration office, which is located on the second floor of the Psychology-Sociology Building.