

CHILD AND FAMILY PSYCHOLOGY PROGRAMME: FREQUENTLY ASKED QUESTIONS

General Information

How to use these FAQs

These FAQs have been carefully written to cover all the usual questions we are asked about the Child and Family Psychology Programme. As such there is a lot of information in this document. You may need to read them more than once and keep them on hand as you think of further questions, down the track.

What is the Child and Family Psychology Programme?

It is a postgraduate programme of study in Child and Family Psychology, taught by academic and clinical staff from the University of Canterbury's Faculty of Health with some contribution from other departments. It consists of a 2-year open-entry Masters degree, and a 3-year limited-entry Postgraduate Diploma (PGDipChFamPsys) that leads to Psychologist registration in New Zealand. Further details of the programme of study are available below, and in the course brochure and the post-graduate handbook for the Faculty of Health.

The Structure

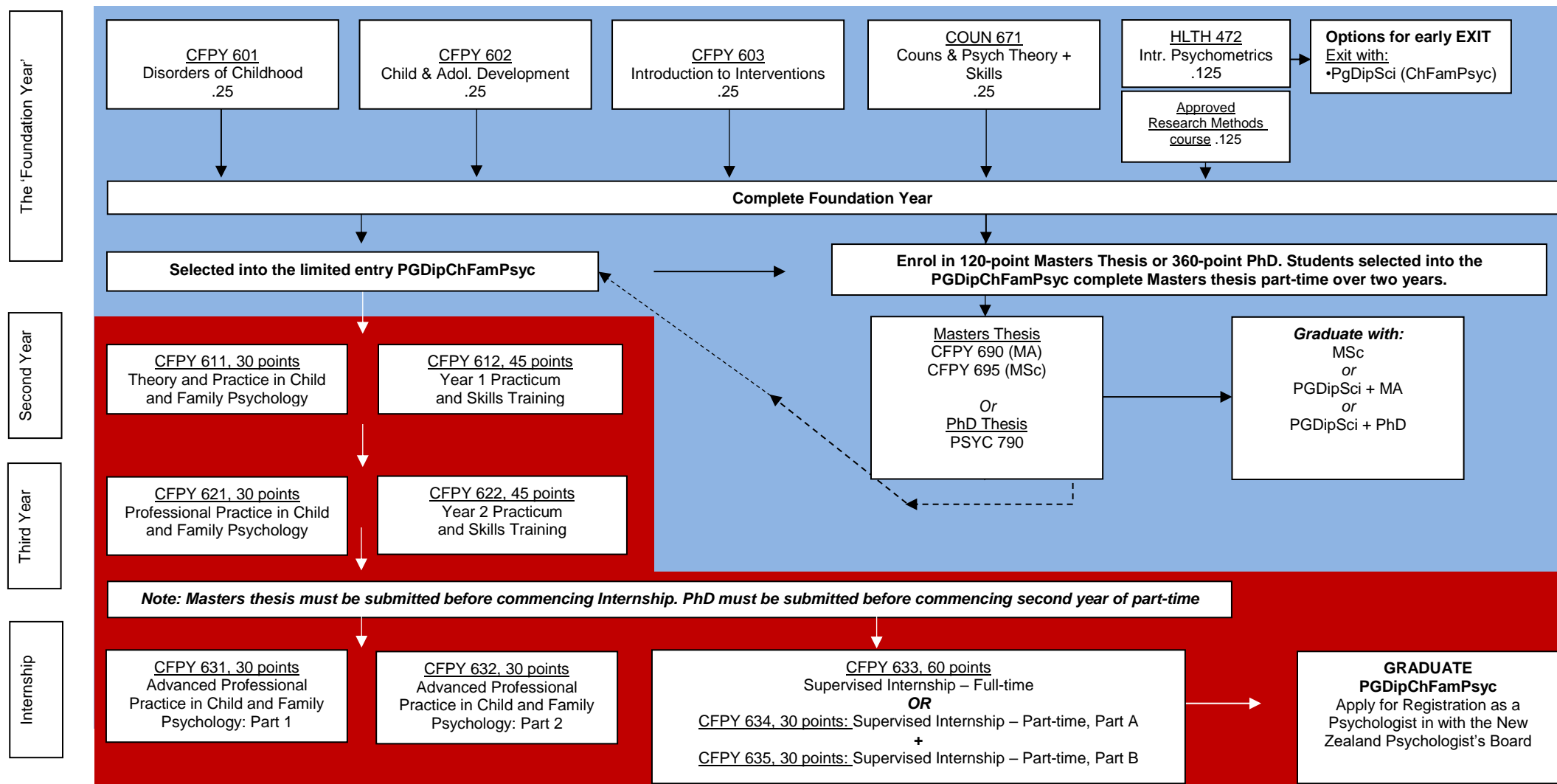
The Child and Family Psychology programme consists of an open-entry Masters degree (MSc, or PGDipSci + MA), and a limited-entry professional training diploma (PGDipChFamPsys).

- The open-entry Masters degree consists of 150 points of prescribed foundation coursework, followed by a 120-point Masters thesis. This can be completed as a 270-point MSc, or as a 150-point PGDipSci plus a 120-point thesis-only MA. This programme does not lead to registration as a Psychologist. Instead it provides an equivalent qualification to an MA or MSc in Psychology for students who have a special academic or vocational interest in Child and Family Psychology.
- The professional registration-track training programme is the limited-entry PGDipChFamPsys. Students need to have completed the Masters foundation coursework before enrolling in the PGDipChFamPsys (they can apply in the year they are completing their foundation courses). Students who complete the PGDipChFamPsys are eligible to apply for registration with the New Zealand Psychologists' Board, and work with children, adolescents and families across all child-related sectors (Health, Education, Child Welfare, Youth Justice, Family Courts, Non-Governmental Agencies and eventually Private Practice).
- Unless they have already completed a relevant thesis, students who are selected into the limited-entry PGDipChFamPsys complete their Masters or PhD thesis concurrently (see degree structure on page 9).

CHILD AND FAMILY PSYCHOLOGY PROGRAMME: FLOWCHART

Open-entry Masters degrees in Child and Family Psychology (MSc / MA / PGDipSci)

Limited-entry Postgraduate Diploma in Child and Family Psychology (PGDipChFamPsysc)



Entry requirements and enrolment options for the open-entry Masters programme

A Masters degree in Child and Family Psychology gives graduates an excellent grounding in theories, research and models related to the subject field. The Masters programme consists of 150 points of prescribed coursework and a 120-point thesis.

What are the entry requirements for the open-entry Masters programme?

- (a) A New Zealand Bachelors degree with a major in Psychology (or equivalent); or
- (b) Any relevant Bachelors degree and a New Zealand Graduate Diploma of Science or Arts in Psychology (or equivalent);

and

- (c) PSYC 206 Research Design and Statistics or equivalent research methods course

Students will normally be expected to have a grade point average of at least 5.0 in 60 points of 300-level Psychology courses to be admitted to the MSc (Minimum 4.0 for the PGDipSci).

What options are there for completing the open-entry Masters coursework and thesis?

Option 1: Master of Science (MSc)

Option 2: Postgraduate Diploma in Science (PGDipSci), upgrading to the Master of Science (MSc)

The entry requirements for the PGDipSci are the same as for the MSc, except that students can be accepted into the PGDipSci with a slightly lower grade point average of 4.0 in 60 points of 300-level Psychology courses. Students who attain a grade point average of 5.0 or higher in their PGDipSci courses can transfer their course credits to the MSc, and then enrol in the MSc thesis.

Option 3: Postgraduate Diploma in Science (PGDipSci) plus 120-point Masters of Arts thesis

Students have the option of completing their 150 points of foundation coursework within the PGDipSci, followed by a 120-point thesis-only Master of Arts (MA).

Option 4: Postgraduate Diploma in Science (PGDipSci) plus 360-point PhD thesis

Students have the option of completing their 150 points of foundation coursework within the PGDipSci, followed by a 360-point Doctor of Philosophy (PhD). Note, students wishing to upgrade their MSc or MA thesis can switch to this option if they are approved into a PhD. In other words, they can transfer their MSc coursework credits from the MSc to the PGDipSci.

What is the English language requirement for international students whose first language is not English?

Students require sufficient English language proficiency to complete high-level postgraduate study.

Applicants whose first language is not English will need to have a minimum IELTS score of 7.5, and no sub-score below 7.5.

I have done some 400-level (Honours) courses in Psychology. Can I credit those to the MSc or PGDipSci in Child and Family Psychology?

If these courses have not been credited as part of another awarded degree and if they are judged to be equivalent to any of our Masters courses, then you may be able to credit up to 60 points. If you are in this position you should contact the Programme Coordinator. Courses from other universities may have similar sounding titles or content. However, the Programme Coordinator and (in the case of international students) the University Admissions office will make the final decision as to whether they are deemed equivalent to our fixed curriculum papers. Should you wish us to consider equivalence for any paper you

have already completed, you will need to provide an academic transcript, a copy of the course outline and the specific lecture content covered throughout that course (please have a copy available to send).

Should I study any particular undergraduate papers in Psychology or Education?

There is no actual requirement other than the research methods paper. We encourage a broad base in your Psychology studies. As well as the obvious papers in child development, family psychology, abnormal psychology, and applied behaviour analysis, papers considering inclusive practice provide an excellent and relevant preparation.

I live out of Christchurch. Can I do the Masters programme by distance?

All of the Masters coursework is taught on campus.

Other questions about the open-entry Masters Programme

When should I make contact with the Programme Staff?

After carefully reviewing student enquiries from the past several years, the FAQs and online materials from the CFPY website have been specifically designed to answer nearly all potential questions related to the Programme. However, in the rare instance that you are still unsure of your eligibility and/or appropriateness for the Programme, you are welcome to email the Programme Co-coordinator Professor Michael Tarren-Sweeney. Please first e-mail your questions to michael.tarren-sweeney@canterbury.ac.nz, and if he is unable to answer your questions by email an in-person meeting can be scheduled.

Why is there prescribed (i.e. fixed) coursework?

The Masters coursework in the Child and Family Programme is tailored to provide students with a grounding in key areas of research and practice in Child and Family Psychology. Students benefit from the focus into foundational knowledge within the field, which informs research directions and also meets the needs of those who wish to progress through to the limited entry PGDipChFamPsyc and becoming a Registered Psychologist.

What are the Masters foundation courses?

CFPY 601: Disorders of Childhood & Adolescence (30 points). This course explores the nature, prevalence and causes relating to disorders/disabilities arising during the developmental period.

CFPY 602: Child & Adol. Development – Research Contexts and Applications (30 points). This course aims to provide an advanced understanding of child and adolescent development by focusing on issues and concerns that may affect children and families across multiple developmental contexts. Students will gain knowledge and research skills by undertaking a focused literature review in an approved topic and applying contemporary developmental theory to a case study problem.

CFPY 603: Introduction to Interventions (30 points). This course provides an overview of interventions for children and adolescents with commonly occurring childhood disorders, and behaviour / learning difficulties (anxiety, phobia, depression, antisocial behaviour, ADHD, dyslexia, dyscalculia, dyspraxia). We will learn how to recognise these disorders, what is known about their causes, and how to plan and evaluate interventions. We will examine what the current academic literature tells us about effective evidence-based interventions, and challenges and issues in intervention work. The course introduces students to multiple perspectives on disorders and interventions, including cognitive behavioural therapy (CBT) and applied behaviour analysis (ABA). Introduction to Interventions is one of the compulsory first year courses in the Child and Family Psychology programme, and is also suitable for students who are pursuing postgraduate qualifications in special education.

COUN 671: Counselling & Psychology - Theories & Skills (30 points). In this course students learn and practise some introductory helping skills while they are learning about several major theories of

counselling and psychotherapy. Students explore the stages and skills of an intentional model of helping and the essentials of good practice, such as, preparation for the first contact and recognition of the client's perspective, self-evaluation skills and specific helping skills (interviewing, working therapeutically, working with systems, working with people of different ages and cultures). There will be an emphasis on experiential learning such as role play and self- evaluation of a video.

HLTH 472: Introduction to Psychometric Theory and Administration (15 points). This course covers psychometric theory and familiarises students with the construction, administration and interpretation of psychometric instruments which are not restricted to Registered Psychologists.

Select a research methods elective course: HLTH462 OR HLTH408 (15 points)

HLTH 462: Health Intervention Research Methods (Semester 2). This course provides students with an understanding of key quantitative methodological issue in health research from the perspective of research designs and development of current best evidence in health. This is a general research methods paper that has been shaped to meet the needs of Child and Family Psychology students. This is our programme's recommended research methods course for students who wish to conduct a quantitative study for their thesis.

HLTH 408: Special topic – Qualitative Health Methodologies (Semester 2). This course will examine qualitative methodologies with an emphasis on theory and rigour in qualitative research in health and human development. Upon successful completion of this course, students will have: 1. a critical understanding of qualitative methodologies commonly adopted in the health sciences; 2. Applied core concepts in qualitative research to best answer a research question; 3. Demonstrated awareness of the methodologies and challenges surrounding qualitative research within their health discipline. This is our programme's recommended research methods course for students who wish to conduct a qualitative study for their thesis . Taking a particular research methods course does not commit you to using that methodology for your research. However, it would provide a solid foundation to efficiently transition into conducting your thesis research. Ultimately, your thesis supervisor will ensure you have appropriate support.

Any other 15-point research methods course must be approved by the Child and Family Psychology Programme Coordinator.

How do I plan for my thesis?

To be awarded an MSc or MA in Child and family Psychology, you need to complete a 120-point thesis on an approved research topic that is relevant to Child and Family Psychology. This applies to all students completing their Masters, regardless of whether or not they are selected into the limited-entry PGDipChFamPsyc. Please refer to the section on thesis planning at the end of these FAQ's for more information.

What if I want to exit the programme early?

If you have completed 120 points or more of coursework, you can be awarded the PGDipSci in Child and Family Psychology.

What if I want to do a PhD?

The research component for the programme can also be completed as a PhD rather than a Masters thesis. Some students can enrol directly into a PhD after completing the Masters foundation courses. Other students will be advised to commence with a Masters thesis first and then upgrade it towards the end of the year. Some students decide to apply to upgrade if they and their supervisors recognize the potential for a PhD study, even if PhD study had not been their original intention. If you are considering PhD study, please contact the Programme Coordinator as soon as possible. Note that Child and Family Psychology doctoral students enrol under the Psychology PhD code, PSYC790.

Limited-entry Postgraduate Diploma in Child and Family Psychology (PGDipChFamPsyc)

What is the mission and programme objective of the PGDipChFamPsyc?

The mission of the PGDipChFamPsyc is to produce competent psychologists eligible to be registered as psychologists under the Health Practitioner's Competence Assurance Act (2003) within the psychologist and clinical child psychologist scope. These graduates will have grounding in the theory and skills required for work with children, and their entire families in all the contexts within which they present for help and support. These contexts include health, education, welfare, justice, non-governmental organisations and the private sector. The content of the programme aims to be:

- intellectually rigorous
- based on recent international and national theory, research and trends
- evidence-based
- reflective of children's ecology and contexts
- focused on the strengths, resiliencies and protective mechanisms of children and families
- informed by the social, cultural and political context of children in Aotearoa (New Zealand)

The programme objective is to provide a well-constructed, coherent and rigorous programme of study over an intensive 3 year period which incorporates both academic and practical training. This will include academic, research and professional writing skills, critical thinking skills, collegiality and personal accountability.

What are the new PGDipChFamPsyc courses?

Year 1 (75 points):

CFPY611 Theory and Practice in Child and Family Psychology (30 points)

This course builds on the theory and knowledge of Child and Family Psychology taught in the 4th year courses, with a specific academic focus on preparation for students' upcoming professional work with children and families. Students will develop a comprehensive understanding of the models and theories which shape and define ethical and effective work as a psychologist with children and families. They will have the opportunity to bring these together, shaping their emerging identities as child and family psychologists. Through teaching and supported learning activities, students will also develop their professional skills relating to clinical reasoning, diagnosis and formulation, psychological and educational models from Te Ao Māori. Students will demonstrate their knowledge and skills through a written comprehensive assessment report.

CFPY612 Year 1 Practicum and Skills Training (45 points)

This course contains the Child and Family Psychology Year 1 Practicum and an academic programme which supports this practical experience. The practicum component comprises direct experience in psychological practice with children and families in a clinic setting, supervised by registered psychologists. Through teaching and supported learning activities (e.g. Problem-Based Learning), students will develop their understanding and skills in the selection, administration and interpretation of cognitive and other psychometric assessments; common mental health conditions; risk assessment; functional behavioural assessment; diagnosis of mental health conditions; and psychological formulation.

Year 2 (75 points):

CFPY621 Professional Practice in Child and Family Psychology (30 points)

This course extends the psychological knowledge and skills taught in Year 1, with a particular focus on application to complex presentations in Child and Family Psychology. Students will develop their professional competencies relating to assessment and formulation, including integration of complex information in formulation, and effective and collaborative intervention planning with children and whānau. Students will develop an understanding of how to apply this knowledge and skills across a range of settings and systems relevant to Child and Family Psychology. Assessment includes an Ecological analysis, and a comprehensive exam, in which successful students will demonstrate the breadth of their knowledge and skills relevant to professional practice in Child and Family Psychology. Cultural responsiveness and te Tiriti o Waitangi are integrated into teaching and learning and assessment activities.

CFPY622 Year 2 Practicum and Skills Training (45 points)

The Year 2 practicum course comprises two community-based placements where students work with children and families under the supervision of a registered and experienced psychologist, along with an academic programme that supports this practical experience. Through teaching and learning activities, students will gain further advanced skills relevant to professional practice in Child and Family Psychology, including psychological intervention with parents and children for mental health, behaviour, and developmental needs. Students will develop their competency in the design and delivery of individualised interventions informed by the current evidence-base.

Year 3 Full-time Internship (120 points):

CFPY631 Advanced Professional Practice in Child and Family Psychology: Part A (30 points)

The final year of the PGDipChFamPsych is designed to support the attainment of the core competencies required for practice as a Child and Family Psychologist. Through the three year 3 courses, students will further develop their understanding of advanced and complex psychological assessment, formulation and intervention. This includes the integration and application of a range of psychological models of practice for working with children, youth, their parents/carers and whānau, and other professionals. Students will also engage with culturally responsive and Māori-centred bodies of knowledge across all areas of practice. Students will develop skills of critical and constructive self-reflection, including understanding the role of supervision and continuing professional development. The ethical and professional behaviour of a psychologist will be inherent in all activities in the internship year.

CFPY632 Advanced Professional Practice in Child and Family Psychology: Part B (30 points)

The final year of the PGDipChFamPsych is designed to advance and deepen your practice as a psychologist. Across all three internship year courses, we structure and direct your learning regarding specialist skills and core competencies. You will further develop your understanding of advanced and complex psychological assessment, formulation and intervention. This includes the integration and application of a range of psychological models of practice for working with children, youth, their parents/carers and whānau, and other professionals. You will also engage with culturally responsive and Māori-centred bodies of knowledge across all areas of practice. You will develop skills of critical and constructive self-reflection, including understanding the role of supervision and continuing professional development. The ethical and professional behaviour of a psychologist will be inherent in all activities in the internship year.

CFPY633 Supervised Internship – Full-time (60 points)

The internship year includes practice-based learning within internships, enquiry-based and skills-based learning in teaching weeks, and self-study. Upon successful completion of the internship year courses, students should be able to demonstrate the core competencies for psychologists practising within the ‘Psychologist’ scope of practice, detailed in the New Zealand Psychologists Board Core Competencies for the practice of Psychology in Aotearoa New Zealand. Students will also develop advanced, specialist skills and knowledge related to psychological practice with children, adolescents and families.

OR

Year 3 Part-time Internship (60 points):

CFPY631 Advanced Professional Practice in Child and Family Psychology: Part A (30 points)

See description above.

CFPY634 Supervised Internship – Part-time A (30 points)

Year 4 Part-time Internship (60 points):

CFPY632 Advanced Professional Practice in Child and Family Psychology: Part B (30 points)

See description above.

CFPY635 Supervised Internship – Part-time B (30 points)

See CFPY634 description above.

Typical degree structure for students concurrently enrolled in the PGDipChFamPsyc and Masters or PhD thesis

	PGDipChFamPsyc: 270 points	120-point Masters thesis completed over 2 years	360-point PhD thesis
Year 1	<i>Feb-Oct: 75 points</i> (CFPY611, CFPY612)	<i>March-Feb: 60 points</i> (MSc = CFPY695; MA = CFPY690)	<i>March-Feb:</i> PSYC790 (part-time)
Year 2	<i>Feb-Oct: 75 points</i> (CFPY621, CFPY622)	<i>March-Feb: 60 points</i> (MSc = CFPY695; MA = CFPY690) Masters must be submitted before internship commences	<i>March-Feb</i> PSYC790 (part-time)
			Suspend PGDipChFamPsyc for <i>minimum one year</i> and work full-time on PhD
Year 3 (Internship)	Full-time Internship <i>Feb-Feb: 120 points</i> (CFPY631, CFPY632, CFPY633) OR Part-time Internship <i>Part A: 60 points</i> (CFPY631, CFPY634)		<i>March-Feb</i> PSYC790 (part-time) PhD must be submitted before commencing second year of part-time internship
	<i>Part B: 60 points</i> (CFPY632, CFPY635)		

What are the entry requirements for the limited-entry Postgraduate Diploma in Child and Family Psychology?

To be admitted to the Postgraduate Diploma in Child and Family Psychology a student must have:

- a) satisfied the Admission Regulations for admission to the University; and
- b) either:
 - i. qualified for a Aotearoa New Zealand bachelor's degree at Level 7, or equivalent, with a major in Psychology; or
 - ii. any relevant bachelor's degree, and a New Zealand Graduate Diploma of Arts in Psychology or a Graduate Diploma in Science in Psychology (or equivalent); and
- c) completed a PGDipSci in Child and Family Psychology, or Part 1 of the Masters of Science in Child and Family Psychology, or equivalent as approved by the Amo Matua, Te Kaupeka Oranga | Executive Dean of Health or delegate; and
- d) either:
 - i. be currently enrolled in, or have completed a 120-point Master of Arts in Child and Family Psychology thesis or a Master of Science in Child and Family Psychology thesis, or equivalent; or
 - ii. be currently enrolled in, or have completed a PhD approved by the Amo Matua, Te Kaupeka Oranga | Executive Dean of Health or delegate; and
- e) been approved as a student by the Amo Matua, Te Kaupeka Oranga | Executive Dean of Health or delegate.

How do I apply for selection into the limited-entry programme?

The due date for submitting applications for the next selection round will be in early October. Applications are submitted online via myUC. See: <https://www.canterbury.ac.nz/health/qualifications-and-courses/child-and-family-psychology/application-and-enrolment-information/>

The application requests information about your career plans, previous relevant experience, progress towards a viable topic for your thesis, as well as relevant personal issues. You will need to submit copies of all academic transcripts. You will also need to ask referees to submit confidential references.

Each year a maximum of 10 students are selected for the training programme. Selection is highly competitive, in that we generally receive more than 30 applications each year from students who meet the entry requirements (i.e. who have completed the Masters foundation courses), and typically around half of the applicants are short-listed for a selection interview. Short-listed candidates are scheduled for a selection day in early November. The selection day consists of a group discussion exercise; a video-recorded role-play; and an individual interview with the selection panel. Under the new structure, students selected to the programme will commence training at the start of the following academic year (i.e. February).

Are grades one of the factors taken into consideration when applications are considered?

Yes, academic performance prior to entering the course is an important consideration. The amount of course content makes the programme demanding academically. Furthermore, professional practice in Psychology requires sustained, high-level critical thinking. Normally a minimum grade average of B+ across the foundation courses is required. However, other criteria (experience, career plans, personal suitability, and performance on the selection day) are also important. Notwithstanding this, entry into the PGDipChFamPsyc is highly competitive, and your chances of being selected in any given year will depend somewhat on the qualities and grades of the other applicants.

Is past experience working with children, youth and families in practical settings considered? If so, what kind of work experience should I aim at getting?

Yes, any relevant supervised volunteer or paid work with families, children or adults will be considered. It may be church work, volunteer work at a Play-centre or at a school, a telephone service, a community mental health provider, etc. Experience which leads to the development of "people skills" are also valuable, for example, nurse aiding, working in a rest home, work with children with disorders etc. The people who supervise you may be asked to provide a recommendation as part of the application process.

Previous successful applicants have worked in a variety of settings including:

- Voluntary counselling (Child Helpline, Church, Youthline, Parentline, Lifeline)
- Teaching, teacher aiding and tutoring
- Note taker for student disability support
- Christchurch City Mission Drop-In Centre
- Ignite programme mentoring
- After school/holiday programmes (eg. OSCAR)
- Emerge Aotearoa
- Family Court parental access supervisor
- Resource Worker for Child and Family Service
- Crisis Counsellor – Sexual Abuse
- Cholmondeley Children's Home
- Summer camp counsellor (Canada)
- In-Home Caregivers
- Te Poutama Arihi Rangatahi Adolescent sex offender treatment programme
- UPP Club Youth Worker (support for teens & young adults with Down Syndrome)
- International Student Officer
- Cultural exchange programmes
- Counselling placements from M.Ed (Counselling)
- Canterbury Child Development Research Group
- Rest home caregiver/nurse aide
- Early Start Programme
- IDEA Services
- St John's Volunteer
- Activities Coordinator in a hospital setting
- Aviva/Women's Refuge
- Literacy Tutor
- Autistic Association
- Te Puna Wai o Tuhunipo Youth Justice
- Champion Centre
- Evidential interviewer at Police Child Abuse Unit
- Disabilities awareness educator
- Life skills group facilitator
- Brackenridge Estate
- Barnardos
- Girl Guides Leader
- Teaching dance to children
- Coaching sport teams

What happens if my application for the limited-entry training programme is not successful, but I have completed the Foundation Year?

You have several options:

- Complete your MSc or MA thesis, or seek employment in a relevant field, with a view to reapplying in subsequent years.
- Complete your MSc or MA thesis, with a view to obtaining employment in the child and family sector that require high level child and family training e.g. government policy advisor; management roles within child and family agencies.
- Apply for admission to other programmes at UC such as Counselling or Clinical Psychology, or to other Psychology training programmes elsewhere in New Zealand or Australia.
- Exit the Masters programme without completing your thesis with a PGDipSci in Child and Family Psychology.

Please note that students who are eligible to apply for our limited entry programme are also eligible to apply to the counselling programme and in some cases to the clinical psychology programme. Applications for these programmes are due in October each year. Students are able to apply for multiple programmes. There is no disadvantage to you in doing this.

This highlights the need for students entering our open-entry Masters degrees to consider multiple pathways to Psychologist training, as well as other career prospects. The open-entry Masters degrees have high value in their own right. Our Masters coursework is equivalent to a Psychology Honours year, and provides a good foundation for entry into both Clinical Psychology and Educational Psychology programmes in New Zealand. While your heart may be set on gaining a place in our PGDipChFamPsysc, you should also be exploring alternative qualifications and career paths from the outset. There are 19 accredited training programmes leading to registration as a psychologist in Aotearoa/NZ. Aside from training to be a

Psychologist, career paths that Masters graduates can pursue include: child and family social policy analysis work with government departments; children's research; and leadership roles in children's agencies.

If I apply but am not shortlisted, or if I have an interview but am not selected, what feedback will the selection panel provide me?

Entry into the programme is highly competitive, which means that each year there are applicants who are not shortlisted for selection interviews, and there are shortlisted applicants who do not gain a place on the programme. Aside from any information given in the decision letter, the programme director is not able to provide further verbal or written feedback on the shortlisting or selection decisions. Please note that this is standard practice for competitive-entry psychology training programmes (i.e. 'no correspondence will be entered into'). This emphasises why it is so important to pursue multiple training and career pathways from the outset.

If I am concurrently enrolled in the PGDipChFamPsyc and a Masters or PhD thesis, when do I need to have submitted my thesis for examination?

The Psychologists' Board requires both the Masters or PhD degree as well as the PGDipChFamPsyc to be successfully completed. You would be eligible to apply for registration as a Psychologist once both these requirements have been met (e.g., completed thesis and your internship). We have introduced strict requirements for ensuring that students complete their thesis prior to completing their PGDipChFamPsyc, to ensure that all graduating students are eligible for Psychologist registration.

If you are completing a **Masters thesis**, it needs to be submitted for examination prior to commencing your internship i.e. by the beginning of March in your internship year. The programme monitors thesis progress with students and their thesis supervisors in the run-up to the final internship year, to ensure that the internship can proceed. If students are unable to complete their Masters thesis on time, then they will need to suspend their PGDipChFamPsyc training for one year.

If you are completing a **PhD thesis**, it needs to be submitted for examination prior to commencing the second half of your part-time internship i.e. by the beginning of March in your final part-time internship year. PhD students will normally take at least a one year break from their PGDipChFamPsyc studies to focus exclusively on their PhD, as well as completing their 1500 internship part-time over two years.

Can I work whilst enrolled in the PGDipChFamPsyc?

Working more than a few hours a week as a fulltime student may compromise your marks and completion, and would be impossible if you are concurrently enrolled in your thesis. Most internships are paid a salary. However, it is possible to complete the 1500 hour internship half-time over two years, if you need to obtain other employment, or if you are finishing off a PhD.

How do I get an internship?

The Psychologist Board has stipulated that internships must be 1500 hours in duration. The Health Practitioners' Competence Assurance Act (2003) (HPCA Act) stipulates that intern Psychologists must be registered with the Psychologists' Board. Internships have to be approved by the Programme Coordinator. They must provide appropriate experience and supervision by an experienced, registered Psychologist with the requisite skills.

Internships are sourced nationally throughout New Zealand. Students are expected to consider and be willing to relocate outside of Christchurch for their final training year, unless there are extenuating reasons to remain in Christchurch that the intern Clinical Educator has been previously made aware of (e.g., family commitments). Previous internships have been completed all over the country (see list below). The location of where opportunities exist changes each year depending on each service's capacity to accommodate an internship.

From approximately September onwards (during 5th year studies) the intern Clinical Educator starts actively contacting a variety of agencies to enquire about the availability of internships for the following year. Students will be notified of any internship positions as they are offered. Applications for internships can be competitive with a selection process involved, similar to the process of securing any professional employment. Some students may already be aware of an agency where an internship position might be able to be created. Such arrangements must always be first discussed and directed to the Intern Year Clinical Educator and Programme Coordinator before approaching any agency.

Internship conditions vary greatly depending on the agency with some providing official “intern” positions (where the University work is included within the job time) while others are part-time (usually 4 days per week) to allow time for University requirements. Some internships are available as scholarships rather than conventional salaried positions. This year can also be done half time across two years (needs prior approval).

Since the programme began we have had/currently have internships in the following places:

- Child and Adolescent Mental Health Services (CAMHS)
 - Christchurch (CAF Rural teams, Paediatric Consult Liaison Team, Whakatata House, Under 5s and Infant Mental Health, Youth Inpatient Unit)
 - Other locations: Nelson, Blenheim, Timaru, Rotorua, West Coast (Greymouth/Hokitika), the wider Auckland area, Thames, Whangarei.
- Ministry of Education (Learning Support)
 - Canterbury Early Intervention
 - Mana Ake Services in Canterbury Schools (city and Rangiora)
 - Other locations: Nelson, Timaru, Palmerston North, Wellington, Kapiti Coast, Auckland, Tauranga
- Oranga Tamariki (formley known as Child, Youth and Family Services)
 - Clinical Services (Chch)
 - Specialist Services (Auckland)
 - Te Oranga residential services (Chch)
- Methodist Mission
- Family Works (Presbyterian Support Services)
- Explore Specialist Advice (Chch, Nelson)
- Massey University Psychology Clinic (Health Conditions Service)
- STOP (Adolescent and Children’s Services)
- Stand Children’s Services (Tū Māia Whānau)
- Purapura Whetu - Kaupapa Māori Health & Social Services (Chch)
- Paediatrics Department (Christchurch Public Hospital)
- Child Development Service (CDHB)
- Waiora Tamariki: Autism Sleep Project (UC)
- Canterbury Sleep Programme (UC)
- Seabrook McKenzie Centre
- Te Poutama Arihi Rangatahi - Adolescent Sex Offender Treatment Unit (TPAR)
- Champion Centre
- Cholmondeley Children’s Home
- Hall McMasters and Associates (HMA)
- Halswell Residential College
- Procure (Auckland)
- Healthy Families (Auckland)
- Richmond Fellowship

What if I cannot get a paid internship?

In this case you could still complete the internship year requirement by working within an approved and suitable setting in an unpaid capacity. Historically, sufficient paid positions have been sourced from across the country, providing students are prepared to shift within NZ. Students in their intern year may also be required to undertake some unpaid work in order to ensure the full range of experience is covered.

What scope of practice would I be registered under with my PGDipChFamPsyc?

The Psychologists' Board has defined 4 scopes for fully registered Psychologists under the HPCA Act (2003). The scopes are one Psychologist scope (all Psychologists) and four Vocational scopes for people with Educational/Developmental Psychology qualifications, Clinical Psychology qualifications, Counselling Psychology qualifications, and Neuropsychology qualifications. Currently, Child and Family Psychology Programme graduates are registered under the Psychologist scope.

Are the scopes affecting where people get jobs?

We have had graduates employed within all sectors (i.e. Health/Mental Health, Education, Child Welfare as well as within a number of Non-Governmental Agencies). Several graduates are doing private practice, securing both government contracts and individual private work. There are a number of agencies that are attracted to Psychologists with child and family qualifications and have even created new positions specifically for them.

Where are the Child and Family Psychology graduates working?

We have/have had graduates from the programme employed as Registered Psychologists in:

- Child and Adolescent Mental Health Services:
 - Canterbury DHB
 - Capital and Coast DHB
 - Hutt Valley DHB
 - Lakes DHB
 - Nelson/Marlborough DHB
 - West Coast DHB
 - Waikato DHB
- Learning Support/Ministry of Education
 - Christchurch & Rangiora
 - Wellington
 - Nelson & Motueka
 - Blenheim
 - South Auckland
- Champion Centre
- Child Development Service, CDHB
- Cholmondeley Children's Home
- Emerge
- EXPLORE Specialist Advice
- Family Court Oranga Tamariki, Towards Well-being Suicide Prevention Programme
- Family Works, Presbyterian Support
- Healthy Families (Auckland)
- Indigo Assessment and Counselling Services
- Methodist Community Services, ChildWise
- Oranga Tamariki Specialist Services in Auckland
- Paediatrics, Christchurch Hospital
- Parenting Place, New Zealand
- PHO West Coast
- Phobic Trust, Auckland
- Private Practice (Auckland, Christchurch)
- ProCare Psychological Services (Auckland)
- Seabrook McKenzie Centre
- Te Oranga Care and Protection Residential Unit
- The FRIENDS Programme Research project
- The REACH Programme
- The STOP Adolescent Programme
- Triple P training consultant
- Youth Forensic Team, CDHBAC

Is this qualification recognised overseas?

There is a reciprocal agreement with Australia which means that registered Psychologists in New Zealand can be registered in Australia and vice versa. The USA requires doctoral qualifications and examination. Britain scrutinises the content of the training and individual registered Psychologist experience on a case-by-case basis and may require even very experienced Psychologists to do additional training, regardless of the qualification they have gained

THESIS GUIDE

Preparing to do a Child and Family Psychology (CFPY) thesis:

A research thesis is an integral part of the Child and Family Psychology Masters programme. Depending on the Master degree you are doing, you will eventually be enrolled in either CFPY690 (Master of Arts) or CFPY695 (Master of Science). If you have a mind to ever do a PhD, now is a good time to discuss this too. Some students upgrade their Master thesis to a PhD (see **“What if I want to do a PhD?”** in the CFPY FAQs). The sooner you think about this option, the better.

Fourth year MA and MSc in Child and Family Psychology students begin their thesis planning through the choice of their 4th year research methods course. Most research methods courses encourage students to make progress towards choosing their thesis research topic.

The approved research methods courses are: HLTH462, and HLTH408 or their equivalents. Your choice of a methods course does not commit you to a specific method, topic, or supervisor, but it will increase your knowledge in particular types of research methodology, and it is certainly ideal if you have studied the research method you will use for your thesis in one of these courses. In this case choosing a research methods course depends not so much on the actual topic you will choose but on the *method* you may employ to research it. When it comes to choosing a topic, many students select a topic offered by one of the CFPY research supervisors (see below for various opportunities). If you have your own idea for a research topic, then it is worth thinking about the research methods for investigating that topic early, and using the methods course to advance your preparation towards your thesis.

It is possible to enrol in your thesis at any time. However, typically students enrol for their thesis in February or March of their second Masters year, and will need to have a supervisor and a topic arranged when you enrol. A proposal and ethics application is completed over the first 2 months, and data collection should be underway during the second term. Submission is typically one year after your enrolment date, although according to the regulations you can be enrolled for 2 years full-time. Going beyond 1 year of full-time enrolment does mean that you have to re-enrol and pay additional fees until your thesis is completed in that second year.

If you have been accepted into the Postgrad Diploma in Child and Family Psychology and the research is being completed in the same year as the limited entry papers then you are urged to begin your thesis over the preceding summer (end of 1st Masters year). You should aim to begin the summer with a topic and supervisor chosen, as well as knowing where you will recruit your participants from. This may affect your choice of supervisor as he or she will need to be available to help you plan over this period of time.

Students in the limited entry programme need to have begun research planning over the summer in order to complete classwork at the beginning of February. You should have a proposal completed and your ethics application submitted by February (i.e. prior to the beginning of the first term) when you enrol. Ideally you need to be gathering data by the end of the first term.

All Child and Family Psychology thesis topics need to be approved by the CFPY thesis coordinator (Professor Lianne Woodward), as being relevant to the area of Child and Family Psychology. Think carefully about this, discuss it with your supervisor, and if there are any doubts, arrange a meeting with Professor Woodward as soon as possible.

Steps for enrolling for a CFPY thesis:

- 1) Topic approval and getting on the CFPY database: All CFPY approved Masters students must fill in the School of Health Sciences (SHSS) enrolment application form. This applies even if your supervisor is in another department.
 - a) First, your supervisor and his/her Head of School need to sign to approve your application.
 - b) Then the CFPY thesis coordinator signs to approve your topic.
 - c) Finally, the Head of School of Health Sciences approves your application and becomes your MA or MSc Head of Studies.
 - d) For MA students, attach your Faculty of Arts enrolment form to the CFPY application.
NOTE: there is no enrolment form for the Faculty of Science.
- 2) Enrolling with your appropriate Faculty:
The process varies depending on the Master degree and associated Faculty (Arts or Science). Please carefully read the regulations and enrolment process on each of the Faculty websites.
 - a) Faculty of Arts (MA): <http://www.canterbury.ac.nz/future-students/qualifications-and-courses/masters-degrees/master-of-arts/>
 - b) Faculty of Science (MSc): <https://www.canterbury.ac.nz/study/qualifications-and-courses/masters-degrees/master-of-science/>

Deciding on a thesis topic and finding a supervisor:

The primary aim for a Masters level research project is that it clearly addresses a suitable academic research question and is focused and manageable so that it can be completed in one year of full-time study (even though the regulations stipulate that you have two years of full-time study in which to complete your thesis, continuing enrolment beyond one year results in additional enrolment fees). Thesis students generally have 2 supervisors (but there can be more depending on the topic). One will be your primary supervisor, with this person being your first point of contact. This person needs to be a permanent member of the UC academic staff. You will also need a second supervisor. This person will typically provide additional help in study design and review all or much of your work. Sometimes the second supervisor stays "in the wings", in other cases that supervisor is almost as involved as the primary supervisor. It is important to discuss at the outset of your thesis, the roles and expectations of each supervisor, meeting frequency and who you should go to for what.

During the initial phase of deciding what you want to do for your thesis, we encourage you to start by talking to several academic staff whose research areas seem to map onto your interests or whose work you like. Ask if there are ideas or projects you could be involved in. Working on an existing project is an excellent way to do a Master thesis as the research questions are already well-defined. Doing a master thesis is a bit like doing a research apprenticeship. Once you are clear about the general topic you wish to investigate and with whom you would like to work, then ask that person if they are available to act as your supervisor for the project. If you find a

supervisor who is not from the Faculty of Health, then you will need to have a second supervisor from this Faculty. If a supervisor declines to be involved, that usually means that the supervisor has already accepted enough students for the year or that the topic is not a good match to their areas of expertise. Matching topic, student and supervisor is a delicate art. Supervisors' workloads are also monitored by their Heads of School who also have to approve the arrangement. If there is no suitable supervisor available for your topic, then you will need to choose a new topic.

If you are planning a project where you would access participants through your employer (e.g., school or agency), please keep in mind that this may create a conflict of interest. Therefore, do not talk to agencies until you have discussed the project with a potential supervisor and are clear about the issues that might be involved. In addition, for a Masters project it is a good idea to stay away from topics involving difficult to access or vulnerable participants such as "sexually abused children" or "children in foster care", unless you are working on a project linked to your supervisor's existing research.

If you are developing your own project, keep in mind that it will need to be focused and quite narrow in terms of the objectives. Very broad topics will need to be clarified and reduced to clear specific questions that identify the specific population of interest and the key variables. For example, a topic such as "the development of children receiving behaviour support at school", would need to be refined to identify the specific domain of development, the age-range of the children, and the type of behaviour support being provided.

Possible thesis supervisors:

Each year in about September or October, the CFPY Thesis Coordinator, currently Professor Woodward, organises a Thesis Showcase. This is a late afternoon opportunity for students to meet potential supervisors and for supervisors to share the research they are doing and possible thesis topics or areas they are interested in. If you have interests/needs outside of these areas then the CFPY thesis advisor may be able to advise and direct you to someone else might be available (lianne.woodward@canterbury.ac.nz). Several non-CFPY academics in Health Sciences and Education have interests in the child and family areas.

For a brief bio of possible supervisors, please see the Roadshow slides on the LEARN site for CFPY695/690 or contact the CFPY Thesis Co-ordinator. More information is available on individual staff member's web-pages.

What types of research projects have Child and Family Psychology students conducted? Below is a partial list of topics showing some of the diversity in CFPY theses:

- *Mental health outcomes of preschoolers born to opioid dependent mothers*
- *Executive functioning of children born very preterm*
- *A comparison of parenting practices and children's prosocial behaviour among 3 ethnicities in New Zealand (NZ European, Maori and Asian).*
- *A process report on Police youth procedures, reflecting on the key theories of youth development and intervention.*
- *A review of the implications of contact between children in care and their birth families.*
- *A study of complimenting in solution-focused brief therapy.*
- *A Study of the developmental sequence of mathematical number skills in 8-9 year old children.*
- *A study of the developmental sequence of mathematical number skills in 10-11 year old children.*
- *A within-participant evaluation of Teen Triple P.*
- *Adoptive parents' experiences of raising children with complex needs.*
- *An analysis of consecutive child sexual abuse investigations and prosecutions by the Christchurch*

Police Child Abuse Unit.

- *An emotion knowledge intervention for children with behaviour problems.*
- *An evaluation of the Ka Mahuri programme.*
- *An evaluation of 'The Number Catcher': A web-based software designed to improve numeracy.*
- *An investigation into the effects of functional behaviour assessment informed behavioural interventions for sleep disturbance in children with ASD.*
- *Analysis of qualitative responses to a national survey of parents of children with Down's Syndrome.*
- *Analysis of routine outcome data for children with emotional and behavioural difficulties attending a residential treatment centre.*
- *Behavioural and Cognitive Functioning in One-Year-Old Very Pre-term Infants.*
- *Behavioural Family Intervention in Combination with Trimeprazine for Intractable Sleep Problems in Infants.*
- *Behavioural interventions for sleep disturbance experienced by children with rare neurodevelopmental disorders (RGND).*
- *Behavioural Parent Training for High-Risk Parents: Effects of the Triple P pathways programme on parent's cognitions.*
- *Building Decoding fluency in 8-to-9 year old Low Progress Readers.*
- *Can attachment & social learning perspectives be reconciled around interventions for sleep disturbance in infants?*
- *Can attachment and social learning perspectives be reconciled around intervention for sleep disturbance in infants?*
- *Case studies in inter-sectorial team practices for children with high and complex needs in Aotearoa New Zealand.*
- *Children's emotional difficulties, their asthma symptoms, and stress experienced by parents.*
- *Describing the sleep of children with asthma.*
- *Developing a risk prediction tool for child abuse for families engaged with Early Start, early intervention programme.*
- *Dyssomnias in Children with ADHD: Behavioural Family Interventions.*
- *Early intervention for stealing: Interrupting the antisocial trajectory.*
- *Early Literacy and Numeracy Skills of Children Born very Pre-term or very low birth weight.*
- *Effectiveness of weighted blankets as an intervention for sleep problems for children with*
- *Establishing life/work skills in young people with Down Syndrome.*
- *Evaluation of a parent-implemented intervention for food selectivity in children with autism.*
- *Evaluation of the implementation of a good behaviour bond and incentive scheme with uncooperative kindergarten children.*
- *Family experiences of short-term respite care for children and its impact on parental stress: A case study approach.*
- *Feeding Problems in Typically Developing Children.*
- *First Generation Arab Immigrant Adolescents Living in New Zealand: A Qualitative Study.*
- *Foster and kinship (whanau) caregiver perceptions of contact between children in care and their birth parents.*
- *Foster and kinship caregivers perception of support and training in Canterbury, New Zealand.*
- *Foster carers perceptions of planned respite care.*
- *Giftedness: A case study exploring the impact of the gifted child on the well-being of families.*
- *Helping typically developing children have successful play experiences with a sibling with Autistic Spectrum*
- *Improving emotion knowledge and behaviour problems in children with developmental disabilities.*
- *Infant Sleep Disturbance - the impact of behavioural interventions on sleep architecture.*
- *Investigating Differences of Parental Involvement in Secondary Education across Child Gender, Ethnicity, and Year Level.*
- *Investigating New Zealand foster carers' experiences of fostering children with attachment disorders.*
- *Living in New Zealand with a child with special needs: The perception and experience of*

Chinese immigrants.

- *Management of Sleep Problems in Preschool Children*
- *Mapping child welfare Psychology services in Australia and New Zealand.*
- *Meeting the learning needs of children in the mainstream classroom.*
- *Parent training programmes and their effects on sibling relationships.*
- *Parental motivation: Evaluating motivational change with fathers attending a parenting programme in New Zealand.*
- *Parent-Directed Video Self-modelling and communicative responding in children with autism.*
- *Quality of life and anxiety in children and parents of children with Food Allergy.*
- *Quality of life, coping styles and exposure to adverse events in adolescents in a disaster affected community.*
- *Reducing dental anxiety in children: A comparison of video self-modelling and social stories.*
- *Research into whether the writing skills of nine- to eleven-year old children can be improved by teaching them keyboarding skills.*
- *Sleep Practices and Nap Quality in Infants Transitioning to Early Childhood Education Centres: Comparing*
- *Sleep Problems in Children with Disabilities.*
- *Teaching parents functional behaviour assessment to implement within their home with their children.*
- *Teen Triple P: An evaluation utilizing within-participant design.*
- *The effects of mentoring and community-based support on youth offenders, following residential treatment.*
- *The effects of retention control training and the urine alarm on nocturnal enuresis and attributions for therapeutic outcome.*
- *The effect of an adopted cognitive skills training programme on self-reported well-being of adolescents in a youth justice residence.*
- *The effect of functional behavioural assessment based treatments on sleep problem severity in children and adolescents with autism.*
- *The Effectiveness of Mentoring and Intensive Community-based Support for Medium to High Risk Youth Offenders.*
- *The effectiveness of the 'Group Theraplay' Intervention for children from adverse/traumatic backgrounds.*
- *The effects of a simulated nature experience on physiological and behavioural responses of young children with posttraumatic stress symptoms.*
- *The effects of an early intervention strategy on counting, number identification and inhibitory control in new entrant children.*
- *The effects of building decoding fluency, with and without contingency rewards, on the reading fluency of Year 4 children with reading delay and behaviour problems.*
- *The Effects of Reinforcing Different Work Requirements in the Classroom.*
- *The effects on behaviour of preschool children of a virtues-based intervention.*
- *The impact of inflammatory bowel disease on the psychosocial functioning of children and teenagers.*
- *The management of sleep problems in preschoolers.*
- *The mental health difficulties of children referred to Child and Adolescent Mental Health Services, stratified by child welfare histories.*
- *The quality of naps in young children with sleeping difficulties: The role of parents and preschools.*
- *The relationship between self-injurious behaviours and suicidal behaviours among children living in foster, kinship and residential care.*
- *The Relationship of Asthma With Impulsivity in Children.*
- *The role of Psychologists and psychiatrists in Australasian child welfare agencies.*
- *The Role of Self-Regulation in the Cognitive Development of Premature Infants at 12 (corrected)*

month of age.

- *The use of virtual reality to reduce distress for children with developmental delays undergoing painful medical procedures.*
- *Therapeutic and support services provision for children with dual intellectual disability and mental health difficulties in Christchurch, New Zealand.*
- *To examine the relationship between mathematics and spatial difficulties in children aged 8 – 12.*
- *Triple P with Mothers at University: The Effect of a Behavioural Family Intervention in the Tertiary Setting.*
- *Tuning in to Kids: Evaluating an emotion-coaching parenting programme among stepfamilies.*
- *Types of aggression (relational, physical and co-morbid aggression) and acceptability of beliefs in preschool children.*
- *Understanding the experience of parents raising a child with Down Syndrome.*
- *Using computer assisted instruction to build fluency in multiplication: Implications for the relationship between different core competencies in mathematics*
- *Virtual reality and pain reductions in children.*
- *Virtual reality as a tool for coping during painful medical procedures among children of New Zealand.*
- *What influences does the use of Rhythmic Movement Training (RMT) have on student achievement and behavioural outcomes?*
- *Working with Samoan Parents: How can Psychological techniques help?*

When is my thesis due?

Both the Faculty of Science and the Faculty of Arts allow for the thesis to be completed over 24 months when enrolled full-time (48 months part-time). However, please note that if you go beyond 12 months, you must re-enrol and pay additional fees. Thus, it is best to complete your thesis in 12 months if at all possible. Beyond 12 months, the university will charge additional enrolment fees for each quarter that you are enrolled. For example, if you enrol in February, your thesis should be submitted before your one year anniversary, otherwise if you submit in March or April, you will need to pay for one quarter of the yearly fee.

If you are anticipating a delay in submitting your thesis, speak to your supervisor *immediately*. If you need to take a break from your thesis because you are unable to work on it (e.g. ill health, bereavement) then you will need to apply for a suspension. Suspensions cannot be applied for or given retrospectively.

Please note: If you are concurrently enrolled in a thesis and the PGDipChFamPsyc then you will have a very heavy workload if you plan to do these both in the same year. Many students find they need to take an additional year to complete these requirements. The decision to take an additional year is best made in advance in order to avoid disappointments and additional fees. You need to have submitted your thesis prior to beginning your internship. The PGDipChFamPsyc exam is only held once a year and any unanticipated delay in thesis submission will result in a whole year's delay in your progress towards registration.