Postgraduate Diploma in Clinical Psychology
2020

Clinical.
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This handbook contains information about the 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 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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Introduction

Postgraduate training in clinical psychology began in 1960 at the University of Canterbury, at the request of the Department of Health.

The University of Canterbury pioneered clinical psychology training in New Zealand with the establishment of the first Postgraduate Diploma in Clinical Psychology programme in 1962. This was a significant innovation at the time within the Asia Pacific region, with clinical psychology training not commencing in Australia until 1970. In November 2012, the Clinical Psychology programme celebrated 50 years of clinical psychology training with graduates of the programme from as far back as the mid-1960’s attending the celebrations.

The Clinical Psychology programme has developed over time, as have opportunities for graduates, such that University of Canterbury graduates’ areas of practice have broadened beyond traditional mental health services to include extension to primary care, general medical, criminal justice, social welfare, education, research and senior administrative/management positions in related areas.

A review of the Clinical Psychology programme in 2013/2014 noted that:

“There is a strong supportive team spirit among clinic staff and academic staff. The programme has good working relationships with the local Māori community and psychology community. The goodwill shown towards the programme seems to be excellent”

The training model, that of the scientist/practitioner, is based upon the applications of methods and information available from relevant disciplines within psychology and beyond, to the alleviation of those problems facing individuals, their relationships and communities. The scientist–practitioner model stipulates that ideally psychologists ought to function as scientists as well as therapists. The implementation of this model requires the direct utilisation of scientific thinking in clinical problem solving, alongside the use of empirically supported therapeutic techniques. Being a clinical scientist requires psychologists to think systematically and critically about individual cases in addition to integrating research with routine clinical work.
There are parallels between the practice of science and psychological assessment. The scientist attempts to detect and then to explain the occurrence of phenomena, and to this latter end develops models or theories. These explanations describe the causal mechanisms and processes that generate the phenomena, and enable predictions to be made concerning their future occurrence. Similarly, in psychological assessment, clinicians attempt to collect data systematically that enables them to identify a client’s difficulties and their causes. The result of this process is the development of a conceptual model representing the client’s various complaints and their relationship(s) to each other. Like science, the process of psychological assessment can be construed in part as systematic inquiry into a client’s problems and their interrelationships.

The aim of the University of Canterbury Clinical Psychology Training Programme is to provide a comprehensive integration of academic and practical work, and produce generalists rather than specialists. There is a need for graduates to continue their education after the Diploma examination, particularly if a specialist area of practice is chosen. However, the programme does allow for an emphasis in criminal justice psychology. This is described in more detail on page 19.

**Mission Statement**

The mission of the University of Canterbury Clinical Psychology Training 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 the Treaty of Waitangi.

**General Programme Goals and Philosophy of Education**

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.
Clinical Psychology Training

**Entry Requirements**

Due to the intensity and demands of the course, entry requirements are a minimum of an Honours Bachelor’s degree in psychology (BA (Hons)/BSc (Hons)) or Part I of a Master’s degree in psychology (MA/MSc) from a New Zealand university, or an equivalent qualification acceptable to the University and approved by the Head of School.

At a minimum, applicants need to take PSYC 335 *Abnormal Psychology* (or equivalent) and an honours (400/600) level research methods course prior to applying. Any course combination at honours level is acceptable as long as one of the courses is a research methods course.

It is strongly recommended that students wishing to undertake a placement or internship in the psychological service of the Department of Corrections, or those seeking employment within this area upon graduation, take PSYC 428 *Forensic Psychology*, or approved equivalent.

Note also that students completing PSYC 470 *Research Project* as part of their fourth year of study for their degree have the option of enrolling in a PhD straight from their honours year. This project is an automatic part of a BSc (Hons). Students with a BA (Hons) wishing to pursue a PhD and who did not complete PSYC 470 would need to first enrol in a Master’s degree and then upgrade to a PhD.

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

**Application**

The closing date for applications is 20 September of the preceding year.

Application forms are available on our website: [https://www.canterbury.ac.nz/science/schools-and-departments/psyc-speech-hear/postgraduate-study/clinical-psychology/](https://www.canterbury.ac.nz/science/schools-and-departments/psyc-speech-hear/postgraduate-study/clinical-psychology/), or can be requested by e-mail from [clinicalpsychology@canterbury.ac.nz](mailto:clinicalpsychology@canterbury.ac.nz). Forms should be requested well in advance of the closing date.

Applicants who gained their academic qualifications at a university outside New Zealand, or any tertiary institution which is not a university in New Zealand or elsewhere, 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 [http://www.canterbury.ac.nz/enrol/](http://www.canterbury.ac.nz/enrol/).

Selection for the clinical course is competitive. Typically, 10-12 people are selected from a total of more than 50 applicants a year. The main criteria for selection are academic record, 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 asked to interview with members of the clinical staff and representatives of the Department of Corrections and the Canterbury District Health Board, and occasionally other psychologists from the community, the outcome of which will also inform subsequent selection. The course
is intellectually demanding so good academic ability is required, and as it 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 in October on the basis of the information provided. The shortlisted applicants will be interviewed during November. Shortlisted applications will be notified of the outcome in late November/early December when University examination results are released.

Cultural Experiences and Training

During training students will be exposed to individuals who are 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. An awareness and sensitivity to bicultural issues (relations between Māori and non-Māori) is particularly important, including an awareness of and commitment to the Treaty of Waitangi.

Understanding the influence of one’s own culture and a basic grasp of key Māori concepts is critical. Consequently, we recommend that students complete a Māori language course prior to entry into the programme.

During the clinical programme students will attend a cultural safety seminar and a Treaty of Waitangi workshop in Year 1, a marae-based wānanga in Year 2, and a two-day bicultural workshop in Year 3. In addition, students will be encouraged to consider issues related to Māori, and more broadly, cultural and individual differences throughout the course of study.

The Psychology Centre

The Psychology Centre, Te Taumata Kaupapa Hauora Hinekaro, is the training clinic for the Clinical Psychology Programme at the University of Canterbury. Located in purpose-built facilities, the clinic 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 clinic 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 placements.

The Psychology Centre wants to provide clients with a high level of service, so they work hard to:

• work to understand clients’ difficulties in a respectful manner,
• provide honest feedback and advice,
• respect clients privacy according to our ethical and legal obligations,
Internships

Important information prior to starting Year 3 / Year 4

Registration with the NZ Psychologists Board
The Health Practitioners Competence Assurance Act 2003 (HPCA) requires that all students completing an internship are registered with the Psychologists Board as an Intern Psychologist. You can find the documents you will need for registration at http://www.psychologistsboard.org.nz.

Once you have been registered by the Board, you are able to use the title ‘Intern Psychologist’. Note, 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.

You will not be able to commence your internship until you are registered, and you will need to provide evidence of your registration to the Professional Programmes Administrator prior to your internship commencement date. Failure to do so will mean that you will not be permitted to start your internship until the next available round. You will need to pay the registration fee.

Applying for registration requires a number of different documents including photos, a CV, reference letters, police checks and a letter from the clinical programme stating that you are on the programme and when you are expected to start and finish your internship - please contact the Professional Programmes Administrator for this. At least one of the referee reports must come from a registered psychologist, stating what he or she knows of your character, work experience and professional standing. Clinical programme staff are happy to provide these references.

The Registration Board also require proof you have completed either a Masters or PhD thesis in Psychology. For students who have not completed their thesis at the time of applying for registration, you will need to provide the Board with the date you expect your thesis to be completed, or that you have upgraded to a PhD.

You are urged to register in October of the preceding year. Do not postpone getting onto this! Your registration needs to have been confirmed by the New Zealand Psychologists Board by no later than one week prior to the beginning of your internship which usually translates to the first day of the academic year in order for you to begin employment in March. Extensions will not be granted; if you are not registered, you will not be able to start your internship.

Thesis requirements
In order for your enrolment in PSYC670 (or 671 and 672) to be approved, you must also have completed a Master’s degree or PhD. In practical terms, this means that those students completing a Master’s thesis must submit their thesis no later than the first day of the academic year. Students who are enrolled in a PhD and wish enroll in an internship concurrently with the PhD must seek the approval of the Director of Clinical Training and the Dean of Postgraduate Studies, as well as have the approval of their thesis supervisor.

Indemnity Insurance
The NZCCP has arranged for the Medical Protection Society to provide indemnity cover for interns for free (as they do for medical students) but you need to be a student member of the NZCCP to be eligible for this.
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 application procedures and closing dates are available on the Scholarships Office website: https://www.canterbury.ac.nz/get-started/scholarships/.

Legibility

Clinical exams which require written answers are subject to the following exam instructions.

Answer in English and write in ink unless the exam gives other instructions. (You may answer in Maori provided you have made prior arrangements).

• Write clearly; illegible answers will not be marked.

• Start a new page for each question and take care to identify each answer clearly with:
  • the number of the question
  • where appropriate, the part you are answering.

• Do not copy out the question.

• Do not tear any pages out of the answer book.

• Rough working may be done in the answer book, or you may request extra sheets from the supervisor. Clearly cross out rough working before handing in your book.

• Tie all extra sheets including rough working into the answer book at the end of the examination.

Special Consideration

Detailed information on the Special Consideration process (previously Aegrotat) is available on the examinations website: https://www.canterbury.ac.nz/study/special-consideration/.

Due to the professional training nature of this programme, it is often not possible to consider a special consideration application for any course work that is Pass/Fail. This includes the Comprehensive and Diploma examinations.

Leave

Any leave of absence from the programme in any year of training will need to be approved in advance by the Director of Clinical Training. 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.

StudyLink Information

Under current StudyLink guidelines an enrolment must be 0.8EFTS to be considered full-time. 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 clinical training. Students are encouraged to explore their options with StudyLink directly.
Termination

Termination from the programme is possible. Students have been carefully selected and have already demonstrated intellectual competence to succeed academically. However, clinical work is not all 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. If the clinical staff come to believe that a student might have significant emotional or interpersonal problems which affect his or her ability to deal with clients, it is the clinical staff’s right and responsibility to inform the student of this and explore the possibility that this may be the wrong field for them. Evidence of drug abuse, including alcohol abuse, problems with anger and violence, or difficulty in respecting other people’s needs and feelings are all counter-productive to good clinical practice and might result in an unsafe clinical practitioner. The clinical staff may suggest that students seek outside counselling and/or therapy, but this is never mandated or a formal requirement of the programme.

Termination from the programme can be considered relatively automatic if a student engages in unethical or unprofessional behaviour. Plagiarism, cheating in exams, falsifying data, or any form of academic deception and dishonesty would be considered grounds for termination, as would any violation of the code of ethics, working with clients without supervision, expressions of serious cultural, religious, or lifestyle intolerance, addiction to any illegal substances, an inappropriate relationship with a client, or being convicted of any criminal offence. Although these are highly unlikely eventualities, any breach of professional conduct would be reviewed and may result in immediate suspension and eventual termination from the clinical programme.

Students may also be terminated for purely academic reasons. Failure of required courses, two failures on the Comprehensive exam or three failures of the Diploma exam, results in automatic termination. Earning a grade of below a B+ in any course will result in a review of the student’s status in the programme.

Communication

The clinical staff hold meetings with placement supervisors. To best address regular student training needs, there must be a free flow of information between 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. Please also note that the most efficient way of communicating is via e-mail or through class. Staff will do everything possible to respond promptly.

A general rule is that queries relating to placements/internships should be directed to the Clinical Educator who coordinates student placements. For queries of an academic nature, either direct these to the relevant course coordinator or to the Director of Clinical Training.
Professional Development

It is our aim to ensure your success in training as a clinical psychologist. To facilitate this, there is an orientation for the new intake of students at commencement of Year 1, and a welcome event for all students at the beginning of the academic year. Additionally, student representatives from each year attend our clinical meetings, usually held on a bi-monthly basis.

We also offer a mentoring programme in which clinical students have the opportunity to individually associate with a clinical psychologist in the community. The purpose of the mentoring programme is to enhance the professional development of clinical psychology students through an association with a more experienced clinical psychologist.

Clinical programme staff meet with clinical placement supervisors on a regular basis (i.e., with the individual supervisor midway through the placement and with the supervisors as a group at the end of the placement) to review your progress.

Note that clinical programme staff and supervisors are required to inform the New Zealand Psychologists Board if there are concerns about a clinical student’s fitness to practice. For this reason it is important that you raise any problems you may be experiencing with us early so that we can help facilitate appropriate assistance and support for you.

We try to respond to all concerns with integrity and respect. We perceive students as junior colleagues and professionals. We encourage you to join the professional societies (such as New Zealand College of Clinical Psychologists, or the New Zealand Psychological Society), to attend workshops and seminars provided by these organisations, and professional conferences.

Professional Practice

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 order to do this) in your placement setting, 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: http://www.psychology.org.nz/wp-content/uploads/2014/04/code-of-ethics.pdf. We also expect our students to behave professionally at all times. If there are issues concerning the programme, please bring these directly to us - we do listen and will do all we can to address student concerns.

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 general 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. Recent developments within the field also
suggests that 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 readily accessible by others (e.g., the computers in computer laboratories or in the library). If you intend to use a personal computer, make sure all identifying information is deleted from the hard drive and/or any form of external data storage devices - such as CDs, DVDs, memory/flash sticks etc - at all times when these materials are taken from the practicum site. It is the CDHB’s preference that you do not use a personal computer to complete your placement 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 in order to complete report.

Reflective Practice

During the second year you will engage in a reflection group, which provides an opportunity to explore your development as a clinical psychologist in training and the impact of the work with clients. This is a compulsory part of your training and demonstrates the importance of being a reflective practitioner, and developing reflective skills.

Registration

Once you have passed your Diploma examination you can apply to the Psychologists Board for registration as a “Psychologist” in the Clinical Scope of Practice for an Annual Practicing Certificate in order to practice as a Clinical Psychologist.

Before you apply, you need to ensure you have completed all the requirements of your internship and have obtained a letter from your supervisor to this effect.

Forms for registration are available at: http://www.psychologistsboard.org.nz. For this process, you will require proof that you have qualified for the Diploma in Clinical Psychology. As you will probably want to apply to the Board before you have formally graduated, this means obtaining a letter confirming you have met all requirements for the Diploma from the Director of Clinical Training.
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)*
  Placement equivalent of 1-2 day a week; terms 2-4, plus interviewing skills; terms 1-2.
- Part-time research component

Please note that PSYC 641, PSYC 642 and PSYC 643 represent an integrated package that must be completed concurrently.

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; term 1, Psychology Centre; terms 2-4 community placements
- PSYC 654 *Comprehensive Exam in Clinical Psychology (0.10EFTS)*
  Examination on conceptual and integrative knowledge related to clinical psychology
- Part-time research component

PSYC 651, PSYC 653 and PSYC 654 also represent an integrated package to be completed concurrently.

Year 3 (or Years 3 and 4) consist of:

- PSYC 661 *Advanced Topics in Clinical Psychology I (0.25EFTS)*
- PSYC 662 *Advanced Topics in Clinical Psychology II (0.25EFTS)*
- PSYC 670 *Internship in Clinical Psychology (0.50EFTS)* (or part-time options PSYC 671 and PSYC 672)

In addition, other special workshops, seminars and classes will occur throughout the training, including during university holidays, and it is expected that all students will take full advantage of the opportunities offered.

Should a candidate choose to upgrade their Master’s to a PhD, they can concurrently enrol in the internship year while doing their PhD part-time, and extend Year 3 into two years of training.

After the completion of the Internship, students sit a practical examination for the Diploma.

Please see the options tables on the following pages. Option 1 takes three years and students who complete this option graduate with a Masters and the Diploma. Options 2 and 3 take a minimum of 4 years and students graduate with a PhD and a Diploma. As a student upgrading must have handed in their PhD prior to sitting the Diploma examination, those students planning on pursuing Option 2 must seek permission from the Director of Clinical Training.
### Table 1: Masters followed by the Diploma

<table>
<thead>
<tr>
<th>Pre-entry</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tbody>
<tr>
<td><strong>Academic</strong></td>
<td><strong>PSYC 641</strong> Advanced Psychopathology (0.25 EFTS)</td>
<td><strong>PSYC 651</strong> Psychotherapeutic Methods (0.25 EFTS)</td>
<td><strong>PSYC 661</strong> Advanced Topics in Clinical Psychology I (0.25 EFTS)</td>
</tr>
<tr>
<td>Normally, 3 year undergraduate degree (incl. PSYC 335) PLUS completion of either BSc/BA (Hons) or Part I MA/MSc in Psychology including a 400/600-level research methods paper (or equiv.). See Entry Requirements section.</td>
<td><strong>PSYC 642</strong> Psychometric Assessment Methods (0.15 EFTS)</td>
<td><strong>PSYC 654</strong> Comprehensive Exam in Clinical Psychology (0.10 EFTS)</td>
<td>Possible extra 6-12 months to complete Masters degree *</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Beginning to consider thesis topics. For those completing a BSc(Hons), a research project</td>
<td>Starting MA/MSc thesis part-time (0.65 EFTS)</td>
<td>MA/MSc requirements complete</td>
</tr>
<tr>
<td><strong>Clinical Training</strong></td>
<td><strong>PSYC 643</strong> Year 1 Practicum (0.20 EFTS)</td>
<td><strong>PSYC 653</strong> Year 2 Practicum (0.25 EFTS)</td>
<td><strong>PSYC 670</strong> Internship in Clinical Psychology (0.50 EFTS)</td>
</tr>
<tr>
<td>Volunteer work in the community</td>
<td></td>
<td></td>
<td>Diploma must be completed within 5 years of first enrolment in PSYC 670</td>
</tr>
<tr>
<td><strong>Total Course Weighting (EFTS)</strong></td>
<td>1.25 EFTS</td>
<td>1.25 EFTS</td>
<td>1.0 EFTS</td>
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</tbody>
</table>

* Optional additional clinical work at The Psychology Centre to maintain clinical skills by negotiation.
Table 2: Enter Year 1 with Masters completed, progress to complete a part-time PhD/Diploma

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<tr>
<th></th>
<th>Pre-entry</th>
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<th>Year 2</th>
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<tbody>
<tr>
<td><strong>Academic</strong></td>
<td>Normally, 3 year undergraduate degree (incl. PSYC 335) PLUS completion of either BSc/BA (Hons) or Part I MA/MSc in Psychology including a 400/600-level research methods paper (or equiv.). See Entry Requirements section.</td>
<td>PSYC 641 Advanced Psychopathology (0.25 EFTS)</td>
<td>PSYC 651 Psychotherapeutic Methods (0.25 EFTS)</td>
<td>PSYC 661 Advanced Topics in Clinical Psychology I (0.25 EFTS)</td>
<td>PSYC 662 Advanced Topics in Clinical Psychology II (0.25 EFTS)</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Completing MA/MSc thesis. For those completed BSc(Hons), a research project.</td>
<td>Starting PhD part-time for those who have completed a Masters degree or BSc(Hons) (0.65 EFTS)</td>
<td>Continuing with PhD part-time (0.65 EFTS)</td>
<td>Continuing with PhD part-time (0.65 EFTS)</td>
<td>Part-time PhD (0.65 EFTS) Must be complete once internship is finished.</td>
</tr>
<tr>
<td><strong>Clinical</strong></td>
<td>Volunteer work in the community</td>
<td>PSYC 643 Year 1 Practicum (0.20 EFTS)</td>
<td>PSYC 653 Year 2 Practicum (0.25 EFTS)</td>
<td>PSYC 671 Internship in Clinical Psychology part-time (0.25 EFTS)</td>
<td>PSYC 672 Internship in Clinical Psychology part-time (0.25 EFTS) Diploma exam once PhD submitted and internship complete.</td>
</tr>
<tr>
<td><strong>Training</strong></td>
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<tr>
<td><strong>Total Course</strong></td>
<td></td>
<td>1.25 EFTS</td>
<td>1.25 EFTS</td>
<td>1.4 EFTS</td>
<td>1.4 EFTS</td>
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<tr>
<td><strong>Weighting (EFTS)</strong></td>
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</table>

*Optional additional clinical work at The Psychology Centre to maintain clinical skills by negotiation. We encourage students who take time off to complete the PhD full-time to concurrently enrol in PSYC 661. However, we do not recommend that students do both PSYC 661 and PSYC 662 simultaneously with a full-time workload.*
<table>
<thead>
<tr>
<th></th>
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<th>Year 3</th>
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<td><strong>PSYC 641</strong> Advanced Psychopathology (0.25 EFTS)</td>
<td><strong>PSYC 651</strong> Psychotherapeutic Methods (0.25 EFTS)</td>
<td>Possible extra 1-2 years if progress of PhD is not satisfactory* Students must gain approval by the Director of Clinical Training, Dean of Postgraduate Studies and HOD to enrol concurrently in PhD part-time and PSYC 660 or PSYC 670.</td>
<td><strong>PSYC 661</strong> Advanced Topics in Clinical Psychology I (0.25 EFTS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>PSYC 642</strong> Psychometric Assessment Methods (0.15 EFTS)</td>
<td><strong>PSYC 654</strong> Comprehensive Exam in Clinical Psychology (0.10 EFTS)</td>
<td></td>
<td><strong>PSYC 662</strong> Advanced Topics in Clinical Psychology II (0.25 EFTS)</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Complementing MA/MSc thesis. For those completed BSc(Hons), a research project.</td>
<td>Starting MA/MSc thesis part-time (0.65 EFTS)</td>
<td>Upgrade to a PhD part-time (0.65 EFTS)</td>
<td>Continuing with PhD part-time (0.65 EFTS)</td>
<td>Part-time PhD (0.65 EFTS) Must be complete once internship is finished.</td>
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<td></td>
<td>1.25 EFTS</td>
<td>1.25 EFTS</td>
<td>1.4 EFTS</td>
<td>1.4 EFTS</td>
</tr>
</tbody>
</table>

*Optional additional clinical work at The Psychology Centre to maintain clinical skills by negotiation. We encourage students who take time off to complete the PhD full-time to concurrently enrol in PSYC 661. However, we do not recommend that students do both PSYC 661 and PSYC 662 simultaneously with a full-time workload.
Table 4: Upgrading to a PhD but completing the PhD prior to beginning internship and Diploma

<table>
<thead>
<tr>
<th></th>
<th>Pre-entry</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic</strong></td>
<td>Normally, 3 year undergraduate degree (incl. PSYC 335) PLUS completion of either BSc/ BA (Hons) or Part I MA/MSc in Psychology including a 400/600-level research methods paper (or equiv.). See Entry Requirements section.</td>
<td>PSYC 641 Advanced Psychopathology (0.25 EFTS)</td>
<td>PSYC 651 Psychotherapeutic Methods (0.25 EFTS)</td>
<td>PSYC 661 Advanced Topics in Clinical Psychology I (0.25 EFTS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSYC 642 Psychometric Assessment Methods (0.15 EFTS)</td>
<td>PSYC 654 Comprehensive Exam in Clinical Psychology (0.10 EFTS)</td>
<td>PSYC 662 Advanced Topics in Clinical Psychology II (0.25 EFTS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Possible extra 1-3 years to complete PhD *</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Beginning to consider thesis topics. For those completing a BSc(Hons), a research project</td>
<td>Starting MA/MSc thesis part-time (0.65 EFTS)</td>
<td>Upgrading to PhD part-time (0.65 EFTS)</td>
<td>MA/MSc/PhD requirements complete</td>
</tr>
<tr>
<td><strong>Clinical Training</strong></td>
<td>Volunteer work in the community</td>
<td>PSYC 643 Year 1 Practicum (0.20 EFTS)</td>
<td>PSYC 653 Year 2 Practicum (0.25 EFTS)</td>
<td>PSYC 670 Internship in Clinical Psychology (0.50 EFTS)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Diploma must be completed within 5 years of first enrolment in PSYC 670</td>
</tr>
<tr>
<td><strong>Total Course Weighting (EFTS)</strong></td>
<td>1.25 EFTS</td>
<td>1.25 EFTS</td>
<td>1.0 EFTS</td>
<td></td>
</tr>
</tbody>
</table>

*Optional additional clinical work at The Psychology Centre to maintain clinical skills by negotiation. We encourage students who take time off to complete the PhD full-time to concurrently enrol in PSYC 661. However, we do not recommend that students do both PSYC 661 and PSYC 662 simultaneously with a full-time workload.*
These regulations must be read in conjunction with the General Regulations for the University of Canterbury.

1. Version
   a. These Regulations came into force on 1 January 2018.
   b. This diploma was first offered in 1962.

2. Variations
   In exceptional circumstances the Academic Dean of Science 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 the Schedule to these Regulations.
   b. In Year 3 a student will undertake either PSYC 670, or PSYC 671 and PSYC 672.
   c. The Diploma can only be awarded once a student has successfully completed an MA, MSc or PhD in Psychology

Certificate in Criminal Justice Psychology

A student is eligible to request this qualification if they have:
   i. been credited with PSYC 670, or PSYC 671 and PSYC 672, and PSYC 428 Forensic Psychology; and
   ii. completed requirements for an MA or MSc or PhD in Psychology with a thesis on a topic approved by the Head of School as relevant to criminal justice; and
   iii. completed 300 hours’ work in a criminal justice setting.

4. Admission to the qualification
   A student for the Postgraduate Diploma in Clinical Psychology must have:
   a. been credited with PSYC 335 (or an equivalent course) and an approved 400- or 600-level course in research methods;
   b. been accepted as a student by the Academic 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
   c. as a minimum, academic requirement have fulfilled the requirements for the BA(Hons), or Master of Arts (Part 1, or BSc(Hons), or Master of Science (Part 1) - all of which must be in a discipline of Psychology.

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 5 years.
   b. In exceptional circumstances, a student may apply to the Academic Dean of Science 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 General Conditions for Credit 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 Academic Dean of Science 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 have been approved by the Director of Clinical Training or delegated other; and
   ii. must have passed all the courses listed in the Schedule to these Regulations except for PSYC 670, PSYC671 or PSYC672, Internship in Clinical Psychology; and
   iii. must have received satisfactory reports on their performance in PSYC 670, or PSYC 671 and PSYC 672, 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 PSYC 670, PSYC 671 or PSYC 672, 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 654 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 2 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 Dean on the Recommendation of the Head School, and
   b. maintain satisfactory progress in their work for the degree in order to maintain enrolment in the Diploma

iii. A Masters student must have submitted their research submission for examination before being enrolled in PSYC 670, PSYC 671 or PSYC 672 Internship in Clinical Psychology.

iv. A PhD student may only enrol concurrently in PSYC 670, PSYC 671 or PSYC 672 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 examiners of PSYC 670, or PSYC 671 and PSYC 672, and the GPA of the qualification courses.

10. Pathways to other qualifications
There are no advancing or exit qualifications for this diploma.

Schedule to the Regulations for the Postgraduate Diploma in Clinical Psychology

Full course information can be found at: https://www.canterbury.ac.nz/study/qualifications-and-courses/
Overview of the Programme

This section is based on 2018 course outlines. This information is correct at the time of printing, but may change.

Clinical Year 1

PSYC 641 Advanced Psychopathology

Course Overview
This describes the components and the assessment associated with PSYC 641. The content of each component is critical to becoming a clinical psychologist; therefore, all material is examinable. The study of psychopathology generally falls into one of several areas:

a. description (which includes classification, epidemiology, etc.);
b. etiology;
c. assessment;
d. intervention;
e. 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 PSYC 651) 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;
- be able to 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
- learn and understand different theoretical and empirical perspectives on the etiology of psychopathology.

Expectations and Evaluation

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”

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Number</th>
<th>% of final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>Formulation Assignment</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>Tests</td>
<td>2</td>
<td>60%</td>
</tr>
</tbody>
</table>

1. Presentation: Each student will give one in-class presentation. Each presentation should run for a maximum of 45 minutes (including time for questions).
2. Formulation Assignment: Students are given detailed data pertaining to a client with a disorder covered during terms 1-3. You will need to write a formulation for this client utilising the Vertue and Haig (2008) Clinical Reasoning and Case Formulation model.
3. Examinations: There will be two tests, each at the end of a semester.

Special Seminars: There may be special seminars arranged during the term/semester breaks.
PSYC 642 Psychometric Assessment Methods

Course Objective
The objective of the course is to provide an introduction to the theory and practice of psychometric assessment in clinical practice. It is intended that as the course proceeds you will become familiar with the more frequently used 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.

1. WAIS IV Pass-out: This is a practical examination assessing your skill in administering, scoring and interpreting the WAIS IV. The WAIS IV has been chosen as it is one of the most frequently used psychometric tests both in terms of measuring general intellectual functioning and exploring neuropsychological functioning.

2. Neuropsychological Assessment Test: This is a two hour open book test of all material covered in the first two terms. It is designed to explore your understanding of the core principles of IQ and neuropsychological testing and interpretation.

3. Neuropsychological Assessment Pass-out: This is a practical assessment of your skill in administering, scoring and interpreting neuropsychological measures, in a manner that reflects clinical practice.

4. Paper Case Presentation: You are expected to complete two paper case presentations, based on the psychometrics covered in class.

5. Take-home Test & Psychometric Oral Exam: The first part consists of a take-home test of a ‘clients’ psychometric assessment data to score and interpret. The second part consists of an oral test based on a paper referral. The objective of the exam is to test your ability to generate hypotheses and develop a psychometric assessment strategy.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>WAIS IV Pass-out</td>
<td>End of Term 1</td>
</tr>
<tr>
<td>Neuropsychological Assessment Test</td>
<td>End of Term 2</td>
</tr>
<tr>
<td>Neuropsychological Assessment Pass-out</td>
<td>End of Term 3</td>
</tr>
<tr>
<td>Paper Case Presentation</td>
<td>Term 3-4</td>
</tr>
<tr>
<td>Take-home Test</td>
<td>End of Term 4</td>
</tr>
<tr>
<td>Psychometric Oral Exam</td>
<td>End of Term 4</td>
</tr>
</tbody>
</table>

Assessment Timing

- WAIS IV Pass-out: End of Term 1
- Neuropsychological Assessment Test: End of Term 2
- Neuropsychological Assessment Pass-out: End of Term 3
- Paper Case Presentation: Term 3-4
- Take-home Test: End of Term 4
- Psychometric Oral Exam: End of Term 4
PSYC 643 Year 1 Practicum

Course Objectives
To provide students with the opportunity to apply the science and practice of clinical psychology in the context of a practicum placement at The Psychology Centre.

Course Overview
Term 1: The placement in Term 1 comprises interview skills training.

Terms 2-4: Clinical work at The Psychology Centre. The emphasis will be on engaging in as much clinical case work as possible, including direct client work, observing treatment sessions, and case note and report writing. The focus of the placement is on psychological assessment, with the placement offering you the opportunity to develop your interviewing and psychometric skills. Expectations for the placement include gaining experience in interviewing, psychological assessment, report writing, and observing clinical psychologists doing their job.

It is expected that you will complete a minimum of 100 hours of clinic work, typically being in the clinic for at least one day a week, and at times 1-2 days (such as when you are completing a report).

Placement Evaluation: At mid-way (Term 3) and the end of the placement (Term 4), you will receive both verbal and written feedback from your primary supervisor. The placement evaluation reports will be forwarded to the Professional Programmes Administrator and will remain in your file. Details regarding your progress will be forwarded to the supervisor of your community placements.

Interview Examination: Assessment for the interviewing part of the course will involve a practical exercise of interviewing a “client” and writing a report on the basis of the interview. The interview will be conducted in the clinic and will be video-recorded. The interview and report will be graded on a pass/fail basis (you have a maximum of three opportunities to pass).

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Evaluation</td>
<td>Terms 3 &amp; 4</td>
</tr>
<tr>
<td>Interview Exam</td>
<td>Term 4</td>
</tr>
</tbody>
</table>
Clinical Year 2

Please note: It is assumed that students will complete clinical years 1 and 2 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.

PSYC 653 Year 2 Practicum

Course Objective
To provide students with the opportunity to apply the science and practice clinical psychology.

Course Overview
Placements in Year 2 offer the opportunity to further practice interviewing and psychometric skills that developed during the first year, and to gain intervention experience. Expectations for the placements include observing clinical psychologists doing their job, gaining experience in conducting psychotherapy, and report writing. By the end of the course, you should be able to critically integrate assessment and intervention strategies in supervised clinical work to the satisfaction of both the field supervisors and the clinical lecturers.

Your placements will comprise a Psychology Centre placement and two community placements.

PSYC 651 Psychotherapeutic Methods

Course Objectives
• To provide an understanding of the conceptual foundations of cognitive and behavioural therapies.
• To explore the theory, application, and processes of cognitive and behavioural interventions with reference to specific psychological disorders or problematic behaviour patterns.
• To review relevant empirical data on the effectiveness of cognitive and behavioural interventions.
• To provide an introduction to other empirically based psychotherapeutic models.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>% of final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Assessment</td>
<td>25%</td>
</tr>
<tr>
<td>Written Test</td>
<td>25%</td>
</tr>
<tr>
<td>In-class Presentation</td>
<td>25%</td>
</tr>
<tr>
<td>Written Essay</td>
<td>25%</td>
</tr>
</tbody>
</table>

Assessment/Requirements

Placement Logs
Placement Evaluations
Treatment Reports
PSYC 654 Comprehensive Exam in Clinical Psychology

Description
There will be a Comprehensive Exam consisting of one 3-hour written paper, followed by a 30-minute oral exam that will concentrate on your 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 you are expected to pass 11 of these. These exams will draw upon all the material taught in PSYC 335, PSYC 641, PSYC 642 and PSYC 651, and will be graded on a pass/fail basis. You can expect that all core areas will be covered, that is child, adult and forensic. Note that the standard set for a PASS is similar to that set in the Diploma exam; that is, we are assessing academic competency across a wide area of study and determine a PASS for each question based on this criterion. It is not possible to pass this exam based on an aegrotat consideration.

Following the exam, you will be given specific feedback on your performance and areas for continued study over the next year.

If students fail the Comprehensive Exam they will be given a second oral, with emphasis on the topics they failed. However, any area studied thus far can be examined. Students will be expected to pass all questions during this second oral exam. Failure to pass this oral will mean that a student will not be able to enrol for PSYC 661/662/670 the following year. In the case of a FAIL on the second oral, the student would be excluded from the clinical training programme unless the student was able to devise a remediation plan that is deemed acceptable by the clinical staff and Director of Clinical Training. A second failure on the Comprehensive Exam in the following year would result in an automatic exclusion from the clinical training programme without the option of a remediation plan.

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 postgraduate 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 661/662/670: Diploma in Clinical Psychology).
Clinical Year 3 (or 3-4)

PSYC 661 Advanced Topics in Clinical Psychology I

Course Overview
A survey of advanced topics in clinical psychology that builds upon previous courses in psychopathology, assessment and intervention.
Topics will include:
• ethics and professional issues
• working with specific disorders (e.g., psychosis, substance use disorders)
• cultural and diversity issues

The assessment for the course is two oral paper cases. The purpose of these paper cases is to expose you to one of the examination processes of the Diploma exam and to give you an opportunity to practice them.

Our expectations regarding performance on these paper referrals is that it will be the student’s ability to structure and articulate the general approach to the case described that will be tested, rather than detailed knowledge of the particular clinical area involved. It is usual for there to be some logical connection between the questions asked and the clinical material under discussion, but examiners are free to ask anything relevant to basic clinical

PSYC 662 Advanced Topics in Clinical Psychology II

Course Overview
Coverage of advanced topics in clinical psychology, that builds upon previous courses in psychopathology, assessment, and intervention.
Topics will include:
• advanced cognitive behaviour therapy strategies and techniques
• schema therapy
• interpersonal therapy
• couples and family therapy
• dialectical behaviour therapy
• cultural issues in psychotherapy

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

There is also an audio assessment of you engaging in Motivational Interviewing with a ‘client’ who is considering changing his or her behaviour and is ambivalent about doing so.
PSYC 670 Internship in Clinical Psychology

PSYC 671 and PSYC 672 part time options

Course Overview
An opportunity for students to apply the science and practice of clinical psychology in a practical setting, the internship year is two full-time half-year clinical placements. This is limited to students already admitted to the Clinical Psychology programme.

Prerequisites
• Completion of a Masters degree in Psychology or satisfactory progress toward a PhD.

Description
The overriding focus for the year is for you to get enough clinical experience to enable you to continue to develop both your clinical skills and your confidence. As noted below, the examination aims to give you the opportunity to demonstrate your clinical competency over a broad range of situations and content areas. Our overarching philosophy is that of a generalist training. Therefore we cover the adult psychiatric, child and family, and forensic areas in the examination.

The implications of this are that you need to seek clinical experience in areas outside the major focus of your internship placement(s). In addition, it is obviously advisable for you to seek, with the assistance of your supervisor, as broad a range of experience as possible within your placement setting.

Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement Evaluations</td>
</tr>
<tr>
<td>Diploma Examination</td>
</tr>
</tbody>
</table>

Placement supervisors are also responsible for providing midway and final evaluations. Like the preceding two years of your training, there will be reviews of your progress that are shared with the clinical team and will be discussed at supervisor meetings.
Diploma Examination

Diploma examinations are held in February each year, and a second is held in August if there is sufficient need. The exam spans over a one week period. The 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 the exam, not all of which involve student participation or action:

1. Review of samples of students' work during internship year.
2. Video-recorded interviews with client for the Diploma exam.
3. Additional assessments/psychometric evaluations with client.
4. Generation of a psychological report based on client interview and any subsequent assessment and/or psychometric work.
5. Turn in one copy of the video recording (with consent confirmation form) and THREE copies of your report to the Professional Programmes Administrator in the School Administration Office by the appropriate time.
6. Oral examination of the students' conceptualisation and formulation skills as they relate to the paper case referrals.
8. Review of students' video-recording of interview for Diploma exam.
9. Oral examination of the students' psychological evaluations/reports and video-recorded interview.
10. Examination committee deliberation on students' performance.

A 'Special Consideration' pass cannot be considered for a professional qualification assessment.

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 the clinical programme papers for which grades are awarded.

In the event of failure, candidates are permitted to re-sit the examination on two subsequent occasions. The first opportunity is typically six months later, but our judgment regarding the likelihood of passing is a major determinant of the timing. 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. Three examination failures results in referral to the University's failing student committee and our being very unsupportive of permission to re-enrol.
Clinical Placements

Placements 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 during 2017-2018 include:

**University of Canterbury**
- The Psychology Centre - Te Taumata Kaupapa Hauora Hinekarō

**Canterbury District Health Board (CDHB)**
- East, South and North Sector Community Mental Health Teams
- Brain Injury Rehabilitation Service
- Spinal Injuries Unit
- Pain Management Centre
- South Island Eating Disorders Service
- Mothers and Babies Service
- Older Persons Health
- Child, Adolescent & Family Inpatient Unit
- Regional Forensic Psychiatric Service
- Youth Specialty Service
- Hereford Centre
- Psychiatric Consultation Service
- Adult Community Service
- Totara House
- Seager Clinic
- Mindsight
- Te Whare Manaaki
- Child, Adolescent & Family (North)

**Department of Corrections**
- Kia Marama Special Treatment Unit for Child Sex Offenders, Rolleston Prison
- Matapuna Special Treatment Unit for Violet Offenders, Christchurch Prison
- Christchurch Psychologists’ Office

**Others**
- South Canterbury District Health Board
- Insight Rehabilitation, Laura Fergusson Trust
- Cancer Psychological Support Service, Ministry of Health
- Southern Rehabilitation
**Employment Post Graduation**

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

In recent years forensic has been the most frequent area with over a third of graduates gaining employment. This is then followed by the adult mental health, and child and family sectors.

<table>
<thead>
<tr>
<th>Year *</th>
<th>Child &amp; Family</th>
<th>Adult Mental Health</th>
<th>Forensic</th>
<th>Health</th>
<th>Unspecified</th>
<th>Academic **</th>
<th>Overseas</th>
</tr>
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<tbody>
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<td>40%</td>
<td>10%</td>
<td>10%</td>
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<tr>
<td>2002</td>
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<td>20%</td>
<td>40%</td>
<td>10%</td>
<td>10%</td>
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<td>0</td>
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<tr>
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<tr>
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<td>44%</td>
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<td>11%</td>
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<td>33%</td>
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</tr>
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<td>88%</td>
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* Year of commencement in the Clinical Psychology Programme

** Includes Lecturer, Postdoctoral Fellowship, and Research Fellow
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
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 tutū 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
When I completed my honours level study I decided that I wanted to gain practical experience before pursuing any further study. I found work as a community support worker and as part of this role I was fortunate to be able to work alongside Clinical Psychologists in the community. Through this experience I developed an understanding of their level of skill and ability to work with a variety of complex presentations. These experiences motivated me to apply for the clinical psychology programme and pursue the chance to further my own skills.

I chose to study at UC because I believe that the clinical psychology programme offers greater opportunities for students who study there. The programme is practically oriented with students developing their clinical skills early by working with clients in the Psychology Centre during the first year of their training. The programme also provides a diverse range of placement options within both corrections and the CDHB, all while working under the guidance of highly experienced supervisors. One of the most attractive aspects of the programme, however, is the paid internship offered in the final year of training.

My experience of studying at UC was that of both tough challenges and high rewards. The balance of completing my research alongside the requirements of the training programme was not an easy process and at times it was quite stressful. While this required tenacity and hard work to complete, it also prepared me well for the realities of working as a Clinical Psychologist. Furthermore, the shared experience and support of my classmates throughout my training was invaluable.

Since completing the training programme I have been working at Te Whare Manaaki Forensic Unit, Hillmorton Hospital, providing assessment and treatment for those who have committed offences in the context of mental illness. I love my work as a Clinical Psychologist. Being able to structure my own day, help patients, and provide guidance to staff is incredibly rewarding. I feel privileged to work in the role I have and am grateful to have had the opportunity to train as a Clinical Psychologist at UC.

Jack Carrell
Clinical Psychologist
I was first sold on becoming a psychologist at about 13 years old when I learned you could talk to people about what they were struggling with and help them as a career. Working towards this profession always made sense for me. I think being raised in the military probably pushed me in this direction as I often saw many people and families that weren’t doing so well, talking, or getting the help and support they probably needed.

UC was always the best option for me as it had the choice between Clinical Psychology and the Child and Family Psychology programmes. Both of which I was really interested in due to the range and quality of training both provided, plus they both had good reputations. It was also close to family and friends, which was another bonus.

I initially started my journey to becoming a psychologist with doing my Masters in Child and Family Psychology. For my thesis I researched how military family systems adapt to change, which meant talking with many families and hearing their experiences. This piece of research was hugely valuable for me as I learned more about military culture, which helped me understand myself more and also see where I could help once I was a psychologist. Initially I was accepted into both training programmes, which was a predicament I didn’t expect. However, I was swayed to the clinical programme due to the breadth of training, and having the option to work across a wider number of areas and range of presentations.

The clinical programme provided me with a broad framework to understand and work with a lot of diverse areas, which was a huge strength. You’re taught to consider as many aspects as possible when working with individuals, groups, couples, or family systems. At the same time you also learn how to not get lost in the complexity by having the focus on finding what the main psychological driver or mechanism might be. Then find a mutual understanding and start with the most succinct way to help whomever you’re working with based on the research around similar presentations. This was a steep learning curve, but I was supported throughout by staff, colleagues, and friends. The theory and skills all came together making even more sense when out on my community placements and internships, which are again diverse and different in so many ways but a great way of learning. Its also extremely exciting and scary to be out there for the first time, working alongside people.
The broad, diverse, and indepth training of the clinical programme has been an advantage for my work at adult community psychiatric services. There is a large amount of complexity and diversity in people’s difficulties, which can be challenging but it is also one of the great parts of my work. The focus is often how can I help this person at the level that would be most appropriate or tolerable even if this is just a starting point for therapy. Being a Clinical Psychologist in this role is massively rewarding, particularly when you’re able to help someone understand themselves and experiences more, or work towards change. Therapy can often lead to some pretty significant return of functioning or improvement in people’s life, and it’s pretty special being able to be a part of it.

Wade Stent
Clinical Psychologist
# Clinical Psychology People & Research Interests

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<th>Research Interests</th>
</tr>
</thead>
<tbody>
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<td>Etiology, course, assessment &amp; treatment of adult mood (unipolar &amp; bipolar) disorders, eating disorders, &amp; anxiety. Psychotherapeutic mechanisms, gender differences in psychopathology &amp; parenting.</td>
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</tr>
<tr>
<td>Name</td>
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<td>Eating disorders, major depression, anxiety, earthquake-related distress and PTSD, CBT, schema therapy, metacognitive therapy, interpersonal psychotherapy.</td>
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<td>The role nutrition plays in the expression and treatment of mental health disorders, including ADHD, mood disorders, sleep disorders, anxiety disorders and stress.</td>
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<td>Attachment theory, assessment of Autistic spectrum disorders, and the assessment and treatment of personality disorders.</td>
</tr>
</tbody>
</table>
Contact Information

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The School of Psychology, Speech and Hearing is located in the Psychology Sociology Building, the Psychology Geography Building, and the Psychology Staff Block. The Psychology Centre is located in the Geography building.

Enquiries in person can be made to the School Administration office, which is located on the second floor (Room 226) of the Psychology Sociology Building.

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