

Attachment 1 - Options statement – guidelines for the 4+2 internship program

1. *What is your preferred option for the guideline for the 4+2 program: option 1 – adopt the interim guideline as the new guideline; or option 2 – adopt the revised guideline presented here and as shown at Appendix D? (see separate attachment)*

Queensland Corrective Services' (QCS) preferred option is Option 2 – to adopt the revised guideline presented.

Core competencies

2. *Do you think that the eight core competencies accurately reflect the range of skills and knowledge common to all areas of psychology and necessary for general registration and independent practice?*

The eight core competencies reflect the range of skills and knowledge required for psychologists employed within QCS.

Assessment and case reports

3. *Are the mandatory psychometric test categories appropriate for 4+2 interns?*

Nil identified concerns. The simplification of which psychometric tests are most important for the provisional psychologist to be familiar with in order to complete the National Psychology Exam, is beneficial in terms of the Agency developing training and resources that are targeted to these areas, as not all of the psychometric tests are routinely used in our core business.

4. *Are the requirements for case reports clear and is there sufficient detail about what to include in case reports to guide provisional psychologists and their supervisors? (See Appendix E of the guideline at Appendix D which is attached to this paper.)*

Queensland Corrective Services has no comments to make in relation to this item.

5. *What is your view on the proposal to require submission of two case reports to the Board in the first half (1540 hours) of the internship and two in the second half? Are there any specific advantages or disadvantages with early submission of case reports?*

Queensland Corrective Services supports the proposal to require two case reports in the first half of the internship and two in the second half. The advantages of early submission of case reports, is that 4+2 interns can receive feedback earlier in relation to their standard of work submitted and are able to amend their practices accordingly. Further, this opportunity for external feedback from the Psychology Board during the internship plan will provide an additional confirmation that QCS psychologists are practicing at an acceptable level and that the public is sufficiently protected throughout their internship. As an agency, QCS employs provisional psychologists under both the 4+2 and 5+1 pathways and the alignment of the submission timeframes may provide a level of consistency of the competency of the staffing group. The proposed earlier submission may also reduce the likelihood that a 4+2 intern would have these deemed unsatisfactory at the completion of their internship plan period, thus reducing the likelihood that the internship would need to be extended in duration, resulting in financial savings and the opportunity for employees to obtain general registration at the earliest opportunity.

6. *Do you have any feedback on how the 5+1 internship case studies are working in practice that is relevant to the 4+2 case reports? This may include the criteria, format, and timeframes for submission to the Board.*

Queensland Corrective Services has no comments to make in relation to this item.

7. *Will the proposed supervisor-assessed tasks, together with the exam, sufficiently test skill development and achievement of the core competencies?*

Queensland Corrective Services has no comments to make in relation to this item.

8. *Do you have any other feedback or suggestions about assessment tasks?*

The revision in the minimum number of times that psychometric tests need to be administered before competence can be assessed, is also of benefit to QCS. This will benefit QCS in regards to the reduction of time spent administering, interpreting and reporting on tests that are often additional to the tests required for core business operations. Additionally, it can be challenging for various correctional centres to identify valid testing opportunities to meet the numerical requirements under the current guidelines, given our work is with an involuntary population.

It was considered that provisional psychologists did not require five administrations of all psychometric tests to demonstrate competency and that the opportunity for the supervisor and provisional psychologist to identify the number of administrations based on learning needs, was more appropriate.

The recognition of simulated learning environments as client contact hours may also assist our provisional psychologists to meet the required psychometric assessment tasks and may also assist in broadening scope for our provisional psychologists to develop skills within the core competency of Across the Lifespan (given that the QCS psychologist role is currently considered a "limited work role" under this policy).

Finally, the provision for competence to be demonstrated to supervisors via simulated learning environments, recording or distance communication, will have a significant impact for provisional psychologists employed within QCS regional correctional centres, where access to supervisors can involve up to 1.5 hours of travel and as such, has previously been limited to the capacity of the centre to provide all of their supervision. Such provisions will also expand the pool of available supervisors for regional provisional psychologists, either internal or external to the agency, so they can benefit from a potentially more diverse supervision regime.

Psychological practice and work roles

9. *Do you support removal of the limited work role policy?*

Queensland Corrective Services supports the removal of the *limited work role* policy. The removal of the limited work role policy and greater flexibility in the means of developing the core competence - across the life span skill, is supported. The limited work role policy has significant implications for the provisional psychologists within QCS. As all QCS correctional centres accommodate clientele that are 17+ years of age, there has been limited scope within the role itself to meet the specified 770 hours of work across the childhood/adolescence life stage.

The potential impact of this requirement is significant in terms of financial cost and cost of service delivery to the Agency to release provisional psychologists for approximately 106 days over the two years (based on our 7.25 hour working day) to alternate employment, or risk the attrition of provisional psychologists as they seek alternate employment to complete this requirement. Attrition of psychologists after completion of their provisional registration period has been historically problematic for QCS, however, it is envisioned that the limited work role policy may further impact this attrition as provisional psychologists are unable to meet all requirements.

10. Is there sufficient detail about what is required in work roles for the 4+2 internship?

Given the above comments in relation to the removal of the limited work role policy, further details regarding what is required of a work role (that would previously have been considered limited) would be beneficial. In particular, the expected extent of minor placements/organisational visits would be beneficial for provisional psychologists to know when developing their internship plan and also in terms of Agency planning related to this staffing group.

11. Do you support the proposal for simulated client contact, including simulated test administration to be able to be counted towards the requirements of the internship?

Queensland Corrective Services supports the proposal for simulated client contact to be counted towards the requirements of the internship. The proposal would encourage increased practice prior to utilising skills in professional practice, would align well with QCS training methods and is considered as a positive safeguard to protect the public and reduce risk to the Agency. The flexibility of including simulated learning activities will assist QCS provisional psychologists to address the core competency of across the lifespan and also increase the provisional psychologists' capacity to demonstrate some competencies to external supervisors (particularly beneficial in regional locations).

12. Should skills acquisition activities be mandatory?

Queensland Corrective Services has no comments to make in relation to this item.

Supervision

13. Do you support the proposed changes to supervision requirements for the 4+2 internship program?

Queensland Corrective Services supports the proposed change to supervision requirements for the 4+2 internship program. The increase of secondary supervision from 25% to 50% will have a significant impact within QCS regarding our capacity to provide supervision internally, as we have a greater proportion of our workforce, both eligible to be and with the capability in their roles to provide, secondary supervision. This will also reduce the burden on principal supervisors within QCS, particularly in regional locations, to provide the majority of the supervision.

The option of additional secondary supervision hours may also increase the pool of supervisors available to provisional psychologists in regional correctional centres and decrease some of the associated travel.

The flexibility of supervision frequency as a provisional psychologist progresses through their internship, was also considered beneficial in terms of increasing supervision at times of greater need and lessening as the provisional psychologist approaches general registration (consistent with modelling a more directive style initially to one of consultation).

The inclusion of indirect supervision was also considered to be beneficial, as provisional psychologists receive a volume of supervision via written feedback that previously has been unable to be acknowledged as supervision. These indirect supervision methods also increase the options for meeting required hours in regional correctional centres in a timely manner.

It was also considered that the removal of the limitation that principal supervisors were only supervising five provisional psychologists at a time, would also increase the ability for provisional psychologists to access suitable supervisors, particularly in regional correctional centres where there are potentially less supervisors available.

14. Are remote supervision methods effective? (e.g. videoconference, Skype, telephone and any other remote supervision mediums)

Queensland Corrective Services does not have experience to draw upon currently, however, the potential benefits for the Agency are considered to be:

- increased supervision options in regional locations;
- decreased travel to supervision within work hours; and
- greater opportunity for provisional psychologists to have access to external supervision within the work day.

15. Do you have any other comments on the Board's proposals for supervision?

Queensland Corrective Services has no further comments on the Board's proposals for supervision.

Policy of recency of qualifications

16. What is your preferred option for the content of refresher training programs for applicants whose qualifications are more than 10 years old?

- a. Retain the four subject areas that are currently required (assessment and diagnosis; psychological intervention; ethics; and psychopathology); or*
- b. Retain these four required subject areas, and add two more (core knowledge of the discipline; and research methods) to align the content more closely with the content of accredited fourth year programs of study.*

Queensland Corrective Services has no comments to make in relation to this item.

17. Do you have any other feedback on the requirements for refresher training to meet recency of qualifications requirements?

Queensland Corrective Services has no comments to make in relation to this item.

General questions for consideration

18. Is the content and structure of the draft revised guideline helpful, clear, relevant and more workable than the current interim guideline?

Queensland Corrective Services considers the content and structure of the draft revised guideline helpful, clear, relevant and more workable. It is considered that the clearer definitions of the requirements of psychological practice, supervision and professional developments hours, will be beneficial to provisional psychologists to ensure they are meeting the necessary requirements within the appropriate timeframes. This may also be of benefit to Board approved supervisors within the Agency that are monitoring their supervisees' compliance with these requirements.

19. Is there any other content that needs to be changed or deleted in the draft revised guideline?

Queensland Corrective Services has no comments to make in relation to this item.

20. Is there anything missing that needs to be added to the draft revised guideline?

Queensland Corrective Services has no comments to make in relation to this item.

21. Do you have any other comments on the draft revised guideline?

Queensland Corrective Services has no comments to make in relation to this item.