



**Psychology Board of Australia**

# GUIDELINES FOR THE 4+2 INTERNSHIP PROGRAM

for provisional psychologists and supervisors

1 June 2017

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# GUIDELINES: 4+2 INTERNSHIP PROGRAM



## 1. Introduction

These guidelines have been developed by the Psychology Board of Australia (the Board) to provide information to psychologists with provisional registration undertaking the 4+2 internship program, and guide their education and training. They also provide information for Board-approved supervisors of provisional psychologists in the 4+2 pathway, including evaluation and reporting requirements.

The guidelines support the requirements of the 4+2 internship program outlined in the Board's General registration standard and the requirements for general registration set out in the Health Practitioner Regulation National Law, as in force in each state and territory (the National Law).

The National Law is available on the Australian Health Practitioner Regulation Agency (AHPRA) website at [www.ahpra.gov.au](http://www.ahpra.gov.au) and further information about psychology registration is available on the Board's website at [www.psychologyboard.gov.au](http://www.psychologyboard.gov.au).

These guidelines take effect from 1 June 2017.

### Overview

The 4+2 internship program is two years full-time (or equivalent part-time) of supervised training that involves three interrelated components:

- psychological practice carried out in an approved professional setting
- supervision by a Board-approved principal supervisor and one or more secondary supervisors, and
- professional development activities that engage the provisional psychologist in active training designed to enhance learning.

## 2. The internship program

### 2.1 Entry into the 4+2 internship program

Entry into the 4+2 internship program requires the successful completion of a four-year sequence of accredited undergraduate study in the discipline of psychology (or equivalent completed overseas) in the past 10 years. For information on courses that meet the requirements of the four-year accredited sequence of study, visit the Accreditation section of the Board's website.

Applicants whose fourth year qualification was completed more than 10 years ago need to complete a refresher training course specified by the Board. Suitability of courses will be considered on a case-by-case basis (see Appendix C for more details).

Applicants whose qualifications were completed overseas should visit the *Overseas applicants* webpage under the *Registration* section of the Board's website for information about assessment of overseas qualifications.

To be eligible to start an internship, the individual must have provisional registration as a psychologist and a Board-approved internship program plan.

Applicants for provisional registration must meet the Board's other registration standards. For details see the *Standards and guidelines* section of the Board's website.

Online application for provisional registration is available from the AHPRA website under *Graduate applications*. Alternatively, a paper application form is available from the Board's website under *Forms*.

Provisional registration must be maintained for the entire duration of the internship program and the Board will only recognise practice, supervision and professional development carried out while provisional registration is held.



Figure 1: Psychology registration pathway

## 2.2 Aims of the 4+2 internship program

The primary goal of the internship is to ensure the provisional psychologist can demonstrate sufficient understanding of and proficiency in the eight core competencies for safe and effective independent psychology practice. The supervisor has a key role in designing an integrated program that supports the progressive development and assessment of core competencies during the two years of the internship leading to general registration.

The 4+2 internship program extends the skills and knowledge gained in the four-year undergraduate sequence, in a Board-approved practical setting so the provisional psychologist can:

- demonstrate the ethical and professional standards of conduct and practice needed of a psychologist
- demonstrate the integration of psychological theory and practice
- demonstrate relevant psychological principles, knowledge and skills in a wide variety of professional settings, with a variety of client groups (such as individuals, groups, couples, families, organisations) and client presentations (such as depression, anxiety, trauma, relationship issues, work effectiveness, change management, selection and recruitment, promotion of wellbeing, etc.)
- demonstrate competence in the administration and interpretation of a range of psychological assessment tools and techniques
- demonstrate skills in diagnosing psychological disorders and formulating, delivering, recording and reporting appropriate interventions and outcomes
- demonstrate the capacity to work collaboratively with a variety of professionals
- cultivate self-evaluation skills to develop awareness of professional competence and limitations
- participate in and understand the philosophy of ongoing professional development in order to maintain and increase their effectiveness as a psychologist, and
- participate effectively in the supervision process with approved supervisors.

## 2.3 Core competencies

Provisional psychologists must complete broad generalist training in the core areas of psychology that form the basis of all areas of psychology practice and are therefore necessary for entry-level general registration. The term 'competency' refers to the range of applied knowledge and skills expected of, and demonstrated by, a six-year trained psychologist. The eight core competencies for the internship program align with the Board-approved accreditation standards and international standards.

The core competencies are developed across all six years of psychology training. They begin to be developed during the first four years of training with a thorough grounding in the scientific discipline and an introduction to the application of the discipline. In the fifth and sixth years these skills are extended and applied in a professional practical setting under appropriate supervision.

Supervisors have an important role in providing continuous oversight, review and assessment of the provisional psychologist's progress towards achieving the core competencies. This includes regular formal supervision and progress reviews, and direct observation. It also includes providing evaluative feedback and guidance during development of eight case reports.

Table 1 sets out the core competencies and options for achieving and demonstrating the competencies.

Table 3 provides details of the supervisor-based assessment process for provisional psychologists to demonstrate attainment of each of the core competencies to their principal supervisor. (The Board monitors the development of the core competencies during the internship by reviewing the six-monthly progress reports, and case reports). Table 4 contains a summary of requirements for reporting to the Board.

Individuals who complete the 4+2 internship program pathway must pass the national psychology examination during the second internship year (after 1,500 hours have been completed) to be eligible for general registration. The examination assesses applied psychological knowledge, which is a significant basis of competence in the profession, and helps demonstrate that the practitioner has an appropriate level of applied professional knowledge and competence. Four examination domains measure the eight competencies of the internship program.

Table 1: Core competencies

Core competency	Description	Supervisor-based assessment options
1. <b>Knowledge of the discipline</b>	<p>Overall knowledge of the discipline underpins all of the other competencies and includes:</p> <ul style="list-style-type: none"> <li>• knowledge of psychological principles, professional ethics and standards</li> <li>• theories of individual and systemic functioning and change</li> <li>• dysfunctional behaviour</li> <li>• psychopathology, and</li> <li>• the cultural bases of behaviour and organisational systems.</li> </ul> <p>The expectation for this competency is that the provisional psychologist demonstrates the application of theoretical knowledge gained in their undergraduate course in a practical setting, as well as extending that knowledge.</p>	<p>Oversight of the professional development plan and review, and discussion of activities including early focus on professional ethics and statutory requirements</p> <ul style="list-style-type: none"> <li>• Review during case report development</li> <li>• Oversight of preparation for the national psychology examination (e.g. discussion of recommended reading).</li> </ul>
2. <b>Ethical, legal and professional matters</b>	<p>Knowledge and understanding of the ethical, legal and professional aspects of psychological practice.</p>	<ul style="list-style-type: none"> <li>• Discussion of ethical dilemmas and legal and professional matters in supervision sessions</li> <li>• Review three short written or oral reports by the provisional psychologist on specific ethical dilemmas written by the <b>(mandatory task)</b></li> <li>• Direct observation of practice</li> <li>• Review during case report development</li> <li>• Oversight of preparation for the national psychology examination (ethics domain).</li> </ul>
3. <b>Psychological assessment and measurement</b>	<p>The use of appropriate psychometric tools that enable description, conceptualisation, and prediction of relevant aspects of a client's functioning, behaviour, and personality (the client may be an organisation, group or individual).</p>	<ul style="list-style-type: none"> <li>• Direct observation, including at least two assessment client sessions every six months</li> <li>• Oversight of assessment skills development activities</li> <li>• Four case reports with an assessment focus <b>(mandatory tasks)</b></li> <li>• Oversight of preparation for the national psychology examination (assessment domain).</li> </ul>
4. <b>Intervention strategies</b>	<p>Activities that promote, restore, sustain or enhance cognitive functioning, emotional adjustment and a sense of well-being in individuals or groups of clients through:</p> <ul style="list-style-type: none"> <li>• preventative</li> <li>• developmental</li> <li>• remedial services, and/or</li> <li>• in groups or organisations, restoring or enhancing group and/or organisational functioning.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct observation, including at least two intervention client sessions every six months</li> <li>• Oversight of intervention skills development activities</li> <li>• Four case reports with an intervention focus <b>(mandatory tasks)</b></li> <li>• Oversight of preparation for the national psychology examination (intervention domain).</li> </ul>

Core competency	Description	Supervisor-based assessment options
5. <b>Research and evaluation</b>	The application of critical analysis to evaluate and apply findings from scientific publications in psychology to working with clients, as well as to evaluate and report on interventions.	<ul style="list-style-type: none"> <li>• Discussion of research in the context of supervision relevant to the internship</li> <li>• Case report development and review.</li> </ul>
6. <b>Communication and interpersonal relationships</b>	The capacity to convey, appraise and interpret information orally and in writing, and to interact on a professional level with a wide range of client groups and other professionals.	<ul style="list-style-type: none"> <li>• Direct observation of practice</li> <li>• Assessment of eight practice documents, and regular review of written communication including case notes and reports (<b>mandatory task</b>)</li> <li>• Review of written communication skills during the case report development</li> <li>• Discussion of communication issues in supervision sessions, including evidence of reading and preparation for the national psychology examination (communication domain).</li> </ul>
7. <b>Working with people from diverse groups</b>	The ability to apply knowledge and understanding of how the practice of psychology is influenced by social, historical, professional and cultural contexts. This includes demonstrating the ability to competently and ethically practice with people who differ from the psychologist in ways including, but not limited to: age, race, colour, culture, gender, geography, language, sexual orientation, educational attainment, physical attributes, cognitive capacity and socio-economic status and religious-spiritual orientation. This includes sensitivity and knowledge of working with Aboriginal and Torres Strait Islander people.	<ul style="list-style-type: none"> <li>• Discussion and review of issues associated with working with diverse groups of people in supervision sessions including at least one case presentation (<b>mandatory task</b>)</li> <li>• Discussion of reading to prepare for the national psychology examination</li> <li>• Direct observation of practice with people from diverse groups</li> <li>• Case report/s focusing on clients from diverse groups (if required by the supervisor).</li> </ul>
8. <b>Practice across the lifespan</b>	<p>The ability to apply knowledge and understanding of how the practice of psychology is influenced by the life stage of clients. This includes demonstrating the ability to competently and ethically practice with people from each of the major lifespan stages:</p> <ul style="list-style-type: none"> <li>• childhood</li> <li>• adolescence</li> <li>• adulthood, and</li> <li>• late adulthood.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion and review of lifespan issues in supervision sessions including at least one case presentation (<b>mandatory task</b>)</li> <li>• Discussion of reading to prepare for the national psychology examination</li> <li>• Direct observation of practice with people from different lifespan stages</li> <li>• Case report/s focusing on clients from different lifespan stages (if required by the supervisor).</li> </ul>

## 2.4 Development of the core competencies during the internship

### 2.4.1 The first year of the internship.

The focus of the first year should be on the acquisition of foundation skills, knowledge and competencies relevant to psychological work and ensuring that the provisional psychologist is able to start work with clients in placements and work roles. This should include awareness of ethical issues, development of basic skills, and simulated learning activities to prepare the provisional psychologist for work with relevant client groups.

The supervisors provide oversight of relevant training activities, and formal assessment of progress against the core competencies. They are expected to assess the readiness of the provisional psychologist to work in particular settings before working with clients, to monitor progress, and, together with the provisional psychologist, act to address any areas of concern throughout the internship.

#### Skills training and assessment of progress by supervisors:

During the first year of internship, the provisional psychologist should demonstrate increasing mastery of relevant knowledge, skills, and competencies. Key training and assessment goals include the following:

- Understanding of the application of relevant ethical codes, including: issues using the Board-endorsed code of ethics; statutory requirements relevant to work/placement setting; and issues relevant to work with clients, such as boundaries, confidentiality, documentation, record keeping, and limits of competence.
  - Assessment by the supervisor must include review of three short written summaries completed by the provisional psychologist of client-related ethical issues/dilemmas.
- Awareness of issues relevant to working with clients from different social and cultural backgrounds, including different age groups and genders.
  - Assessment by the supervisor must include review of two oral and/or written presentations by the provisional psychologist: one on practising with people from diverse groups (such as cross-cultural practice), and one on practising across the lifespan.

- Mastery of applied skills in delivering assessments and interventions relevant to the specific client presentation, group or setting.
  - Assessment by the supervisor/s must include observation of at least two assessment sessions and two intervention sessions conducted with real clients by the provisional psychologist during each six months of internship. Before working with real clients, the supervisor may recommend simulated assessments or interventions to develop skills, which can form part of the hours of the internship. Assessment by the supervisor/s can also include psychological assessment and intervention related activities completed as a part of skills development activities (presentation, written, or discussion format).
- The ability to review and appropriately modify intervention and assessment based on relevant learning.
  - Assessment and feedback should be provided as a component of supervision.
- Communication and reporting skills.
  - Assessment by the supervisor/s must include viewing evidence of appropriate reporting, and regular review of documents prepared by the provisional psychologist.

Case reports provide an opportunity to showcase the development of multiple competencies. During the first year (1,500 hours) the supervisor should assess four case reports prepared by the intern as being sufficient to demonstrate the attainment of appropriate competencies with real clients.

### 2.4.2 The second year of the internship

In the second year of the internship training should build on and extend the basic competencies to a level expected of a psychologist with general registration. The training and supervision activities during the second year of the 4+2 internship program should focus on progressive development and extension of the core competencies with a range of clients, presentations, and settings.

Case reports give the provisional psychologist an opportunity to demonstrate the application of core competencies in assessment and intervention with a range of clients. During the year, four case reports completed by the provisional psychologist must



demonstrate attainment of appropriate competencies with real clients.

The provisional psychologist must pass the National Psychology Examination during their final year of training. Successful completion of all case reports and passing the examination is necessary and these should aim to be completed well in advance of the finish date of the internship to ensure the program can be completed on time.

### 2.4.3 Summary of assessments

Table 2: Mandatory assessment tasks

Mandatory assessment tasks for the 4+2 internship program	
<p><b>Completed at any time during the internship:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate competent use of nine different psychological tests and instruments</li> <li>• Portfolio of eight practice documents</li> </ul>	
<p><b>Completed in first year:</b></p> <ul style="list-style-type: none"> <li>• Three reports on ethical dilemmas</li> <li>• One report on issues working with diverse groups of clients</li> <li>• One report on practice across the lifespan issues</li> <li>• Four case reports</li> </ul>	<p><b>Completed in second year:</b></p> <ul style="list-style-type: none"> <li>• Four case reports</li> <li>• National psychology examination</li> </ul>

With the exception of the examination, all these tasks are supervisor-assessed.

In addition to supervisor assessment, two of the first year case reports and two of the second year case reports are submitted to the Board for review to ensure that the supervisor assessment is consistent with the Board's expectations. Two of the case reports submitted to the Board must have an assessment focus, and two must have an intervention focus.

In addition to these specific tasks, the supervisor/s will continuously assess the progress of the provisional psychologist in achieving the eight core competencies through:

- regular direct observation of practice (at least 16 times throughout the internship)

- regular professional supervision (at least 160 hours over the course of the internship), and
- regular review of practice documents.

The supervisor/s will usually also assess progress and demonstration of competence through observation of the provisional psychologist undertaking simulated learning activities, especially simulated direct client contact. The supervisor may also choose to set any additional assessment tasks he or she deems necessary for the provisional psychologist to demonstrate all eight competencies.

### 2.4.4 Supervisor-based assessment

During the internship, the supervisor must oversee and assess the development of the core competencies by the provisional psychologist.

The supervisor-based assessment tasks should apply to the placements/work roles of the provisional psychologist. The principal supervisor should provide instructive and evaluative feedback to support the development of relevant competencies.

Table 3 sets out all the supervisor-based assessments. At the end of the internship, the principal supervisor must sign a declaration in the final assessment of competence report that the provisional psychologist has completed all of the mandatory assessment tasks to a satisfactory level.

Table 3: Supervisor-assessed tasks

Assessment tasks	Core competencies targeted (see Table 1 for details of core competencies)	When should this be completed?	More information in this guideline
<p><b>Direct observation and evaluative feedback:</b></p> <p>Observation of the provisional psychologist's practice with real clients by the supervisor/s – in person, videoconference or a recording.</p>	Competencies 2, 3, 4, 5, 6, 7 and 8	Regularly – at a minimum, direct observation of two assessment sessions and two intervention sessions every six months.	Section 4.1.3 - Direct observation
<p><b>Skills acquisition activities/simulated client contact (optional):</b></p> <p>May include assessment and intervention role plays and simulated learning activities including reporting, and analysis recording. Assessment may be via direct observation and discussion and feedback and may also include assessment and intervention related activities completed as part of skills development activities (presentation, written, or discussion format).</p>	Competencies 1, 2, 3, 4, 6, 7 and 8	<p>At any time during the internship, recommended during the first six months.</p> <p>Up to 90 hours of simulated client contact may be logged in the first year of the internship and up to 60 hours in the second year.</p>	Section 3.1.1 - Simulated client contact
<p><b>Professional supervision</b></p> <p>Supervision should be structured to allow assessment of all eight core competencies.</p>	Competencies 1, 2, 3, 4, 5, 6, 7 and 8	Regularly throughout the internship, usually at least weekly.	Section 4. - Supervision
<p><b>Three reports on ethical dilemmas</b></p> <p>Three short presentations or reports to the supervisor/s describing an ethical dilemma encountered in practice and summarising their responses.</p>	Competencies 2 and 6, 7 (optional), 8 (optional)	In the first year of the internship, recommended in the first six months.	Section 2.4.5 - Ethical dilemma tasks
<p><b>A report addressing self-reflection on practice with people diverse groups</b></p> <p>A short presentation or report to the supervisor/s reflecting on an identified issue associated with practising with people from different social or cultural backgrounds to the provisional psychologist's own.</p>	Competencies 2 and 7	In the first year of the internship.	Section 2.4.6 - Practice with people from diverse groups task

Assessment tasks	Core competencies targeted (see Table 1 for details of core competencies)	When should this be completed?	More information in this guideline
<p><b>A report addressing practice across the lifespan</b></p> <p>A short presentation or report to the supervisor/s reflecting on an identified issue associated with practising across the lifespan.</p>	Competencies 2 and 8	In the first year of the internship.	Section 2.4.7 - Across the lifespan practice task
<p><b>Case reports</b></p> <p>Eight written case reports of approximately 2,500 words each. Each should be based on a different presenting problem completed over the course of the internship.</p> <p>Four of the case reports must focus on the assessment and diagnosis aspect of the case and four must focus on the intervention and treatment aspect of the case.</p>	Competencies 1, 2, 3, 4, 5, 6, 7 and 8	<p>Throughout the internship.</p> <p>Four case reports in the first year of the internship with two submitted to the Board by the end of 1,500 hours.</p> <p>Four case reports in the second year of the internship with two submitted to the Board before the end of the internship.</p>	<p>Section 2.7.2 - Case reports</p> <p>Appendix E: Case report requirements</p>
<p><b>Administration of psychological tests and instruments</b></p> <p>Demonstration of competence in the administration, scoring, and interpretation of:</p> <ul style="list-style-type: none"> <li>• one adult test of intelligence</li> <li>• one child test of intelligence</li> <li>• one specialised test of memory</li> <li>• two standardised personality tests, and</li> <li>• four other tests or instruments selected from the exam curriculum.</li> </ul>	Competencies 1, 2, 3 and 6	<p>At any time during the internship.</p> <p>This will also be tested in the national psychology examination, taken during the final year of the internship.</p>	Section 2.4.8 - Psychological tests and instruments
<p><b>Review of practice documents</b></p> <p>Regular review of completed practice documents, co-signing where appropriate.</p> <p><b>Assessment of eight practice documents</b></p> <p>Assessment of a portfolio of at least eight practice documents written by the provisional psychologist.</p>	Competencies 1, 2, 3, 4, 6, 7 and 8	<p>Regular review throughout the internship.</p> <p>The practice documents portfolio is compiled during the internship and assessed by the end of the internship.</p>	Section 2.4.9 - Practice documents portfolio

### 2.4.5 Ethical dilemma tasks

During the first year of the internship, the provisional psychologist must complete three presentations or reports for the supervisor/s. Each presentation or report should describe a different ethical dilemma and summarise their responses. As a guide, if the report is written it should be approximately 500–1,000 words. There should be a strong focus on ethics training early in the internship. The Board recommends completing these tasks in the first six months of the internship program. However, the principal supervisor has discretion to need this task at any time in the first year (1,500 hours).

Each report must address:

- the client problem
- the nature of dilemma or conflict
- the specific aspects of the situation that raised issues
- the ethical principles that were relevant to those aspects, and
- how ethical principles were applied by the provisional psychologist in the situation.

The situations should aim to include at least two different age groups and, where possible, a client from a different cultural background.

The ethical dilemma reports are supervisor-assessed tasks and do not need to be submitted to the Board. The principal supervisor reports to the Board when these tasks are successfully completed via the progress report/s.

### 2.4.6 Practice with people from diverse groups task

During the first year of the internship, the provisional psychologist must complete at least one short presentation or report to the supervisor/s reflecting on an identified issue associated with practising with diverse groups of people. For example the report may be about a specific issue associated with practising with clients from different cultural and social backgrounds to the provisional psychologist. The presentation should include a reflection on the provisional psychologist's own culture or background compared to what they have experienced in practice with diverse groups of people.

It should demonstrate:

- awareness of how one's own background can influence perception
- the ability to acquire relevant knowledge of clients' social and cultural background and diversity issues
- understanding of how different cultural contexts can influence choice of assessment or intervention, and
- whether any special abilities or skills are needed to assess or intervene with clients in an effective and culturally relevant manner.

This is a supervisor-assessed task and does not need to be submitted to the Board. The principal supervisor reports to the Board when this task is successfully completed in the next progress report.

### 2.4.7 Across the lifespan practice task

During the first year of the internship, the provisional psychologist must complete at least one short presentation or report to the supervisor/s reflecting on an identified issue associated with practising across the lifespan and how the issue would be appropriately handled.

It should demonstrate:

- awareness of developmental changes that occur across the lifespan that influence the types of presentations made to psychologists
- understanding of relevant ethical legal and professional matters
- understanding of how different lifespan stages affect the choice of assessment or intervention, and
- identification of any special abilities or skills needed to assess or intervene with clients in an effective manner and the ability to acquire relevant knowledge.

This is a supervisor-assessed task and does not need to be submitted to the Board. The principal supervisor reports to the Board when this task is successfully completed in the next progress report.

### 2.4.8 Psychological tests and instruments

Over the course of the internship the supervisors must oversee development of all the skills and knowledge required for Domain 2: assessment of the national psychology examination curriculum. By the end of the internship the provisional psychologists must

achieve proficiency in the administration, scoring and interpretation of at least nine different psychological tests and instruments chosen from the national psychology examination curriculum.

The nine tests and instruments must include:

- one adult test of intelligence
- one child test of intelligence
- one specialised test of memory
- two standardised personality tests, and
- four other tests selected from the National psychology examination curriculum.

The exam curriculum and other resources are available on the Board's [website](#).

Each test must be administered, scored and interpreted as many times as necessary to achieve competence.

Each test must then be **competently** demonstrated at least **twice** to a supervisor during direct observation of practice with real clients, or (where appropriate) in realistic simulated learning environments. A learning plan to increase competence in specific mandatory tests and instruments should be developed as necessary.

#### 2.4.9 Practice documents portfolio

In addition to regular review of completed practice documents by the supervisor/s and co-signing where appropriate, the provisional psychologist must assemble a portfolio of practice documents for assessment by the supervisor/s. The portfolio must include eight different practice documents written by the provisional psychologist which are assessed by the supervisor as being of a standard acceptable for an entry level general psychologist.

The practice documents may include:

- referral letters
- assessment or intervention reports
- case notes
- session plans for individual or group
- intervention plans for individual or group
- case formulations, or
- any other relevant documents agreed to by the supervisor.

The portfolio should include relevant paper or electronic documents, copies of documents or links to relevant documents to enable retrieval if requested by the Board.

In addition to producing practice documents of a suitable standard, the provisional psychologists must demonstrate knowledge and understanding of record-keeping procedures, and privacy requirements. In assessing this task, the supervisor/s must be satisfied that the provisional psychologist has complied with all legal, ethical, professional and organisational requirements related to client records and practice documents.

#### 2.4.10 Case reports

##### What are case reports?

Case reports are an educational and developmental process designed to help the provisional psychologist to develop and demonstrate relevant competencies under appropriate supervision. The process of case report development and write-up is a major component of the internship, and successful completion is a mandatory requirement of the internship program.

The primary purpose of the case report process is to demonstrate evidence of competent, evidence-based practice by the provisional psychologist to their supervisor. Therefore all case reports must be based on psychological work carried out by a provisional psychologist with real clients. Simulated clients may not be used for case reports.

Written case reports document the provisional psychologist's ability to comprehensively assess clients and provide appropriate interventions in recognised psychological frameworks. Through their case reports, provisional psychologists demonstrate their:

- applied practice and skills in psychological assessment, measurement and diagnosis (core competencies 1 and 3)
- applied practice and skills in formulation, intervention/prevention planning, delivery and evaluation (core competencies 1 and 4)
- compliance with relevant legal requirements and ethical aspects of psychological practice (core competency 2)
- application of research and evaluation skills to psychological work with clients (core competency 5)

- attainment of appropriate written communication skills (core competency 6), and
- ability to provide psychological services to a variety of clients (core competencies 1, 7 and 8).

Case reports are more detailed than a typical psychological report as their purpose is to showcase the provisional psychologist's knowledge and skills and demonstrate their thinking and reasoning.

### What are the case report requirements?

The provisional psychologist must complete at least eight written case reports of approximately 2,500 words each for assessment by their principal supervisor during the internship.

Each written case report must be based on a different client, and document a different presenting problem. The eight case reports should demonstrate the provisional psychologist's ability to work with a variety of different clients which may include those from different lifespan stages and different social or cultural backgrounds. Four of the case reports must focus on the assessment, measurement or diagnosis aspect of the case and four must focus on the intervention or prevention aspect.

The specific requirements for case reports are at Appendix E.

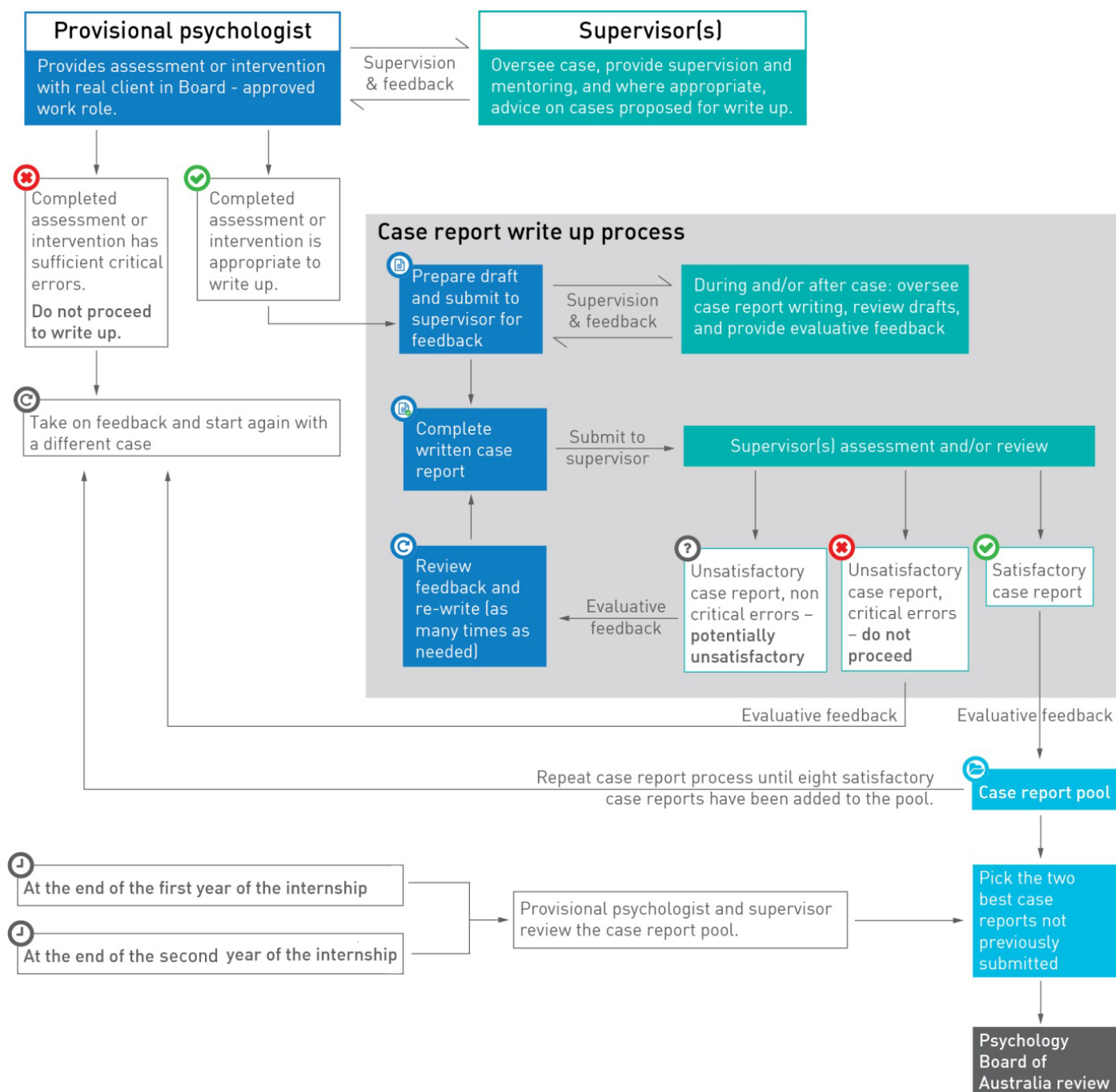
Of the eight case reports assessed as satisfactory by the supervisor, four must be submitted to the Board for review. Refer to the section on reporting to the Board: case reports in this guideline for further details.

### The role of the supervisor

Case report development by the provisional psychologist is part of normal supervision during the internship. The case report development process includes the four integrated components listed below.

1. Appropriate supervision and oversight of relevant assessment and intervention by the provisional psychologist, including providing appropriate feedback during this process.
2. Critical feedback during the preparation of the written case report using a clear and transparent process that adheres to adult learning principles. Some principal supervisors may choose to delegate aspects of case report supervision to a secondary supervisor, such as oversight of the case as a placement supervisor or review of the written case report relating to a specific area of expertise.
3. Assessment of a completed case report as meeting the core competencies. A least eight completed case reports (at least four focusing on assessment and four focusing on intervention) assessed during the internship must demonstrate attainment of the appropriate level of knowledge, skill and practice needed for general registration.
4. Together with the provisional psychologist, select four case reports for submission to the Board. The supervisor must ensure that the case reports submitted for moderation reflect original work of the provisional psychologist and comply with the case report format requirements detailed in these guidelines.

Figure 3: The case report process



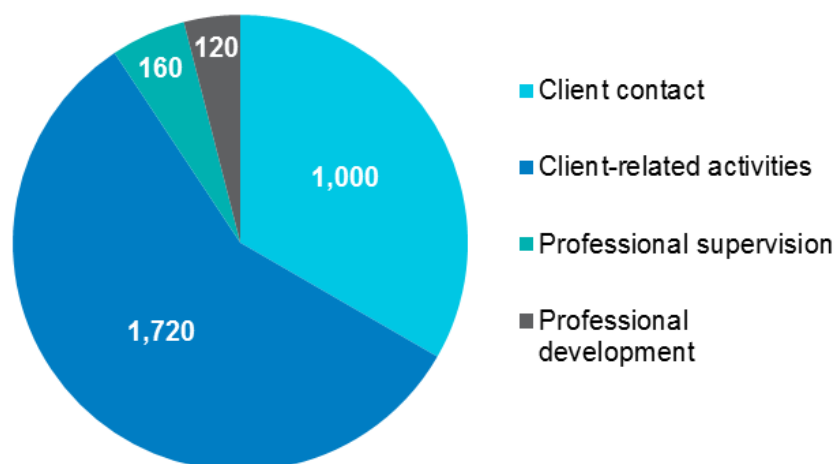
## 2.5 Practice framework for the internship

Table 4 shows the number of hours to be completed for each of the three main components of the internship.

Table 4: Practice framework for the 4+2 internship

Internship component	Total hours	Breakdown of total hours	Relevant section of these guidelines
<b>Supervision</b>	160	At least 100 hours of individual (one-on-one) supervision.  Other supervision time can be individual supervision, small group supervision, or other supervision activities such as indirect supervision.  At least half (80 hours) must be with the principal supervisor.	Section 4: Supervision
<b>Professional development</b>	120	120 hours must be spread across the course of the internship (e.g. workshops, reading, exam preparation)	Section 5: Professional development
<b>Psychological practice – direct client contact</b>	1,000	Minimum 1,000 hours, including at least 850 hours of real client contact.  Up to 150 hours may be simulated direct client contact – up to 90 hours in the first year and up to 60 hours in the second year of the internship.	Section 3.1: Client contact
<b>Psychological practice – client-related activities</b>	1,720	Client related activities are all the other activities necessary for the internship and not already logged as supervision, professional development or client contact.	Section 3.2: Client related activities
<b>Total</b>	3,000		

Figure 2: Breakdown of activities in the internship program by number of hours





## 2.6 Recording the internship: the logbook

The provisional psychologist must maintain a logbook to record activities and a journal for written reflection throughout the internship. The logbook is used for recording and reflecting on the three key components of the internship: psychological practice, professional development and supervision.

The logbook and reflective journal must be reviewed regularly by the supervisor/s at supervision sessions and may be requested for review by the Board at any time during the internship. Failure to submit a logbook within 14 days in response to a request from the Board could result in the Board not recognising the period of the internship. Repeated failure to maintain and/or submit a logbook when requested could be grounds for initiating an investigation into the professional conduct of the provisional psychologist and/or the supervisor.

The logbook form is available on the Board's website. It contains three sections: A. record of practice, B. record of professional development, and C. record of supervision.

### A. Record of practice

Provisional psychologists must maintain a record of their practice. Detail about what information to include is shown on the logbook form. The record of practice section must be signed by the provisional psychologist, and sighted and signed by the principal supervisor regularly – usually weekly, or fortnightly if the provisional psychologist works part-time.

### B. Record of professional development

Provisional psychologists must maintain a record of relevant professional development (PD) activities carried out during their internship program. Detail about what information to include is shown on the logbook form. PD activities should be recorded as they are completed, and the PD record sighted and signed by the principal supervisor regularly. The supervisor's comments about the PD completed by the provisional psychologist should be included in progress reports and final reports.

In addition to maintaining a record, the provisional psychologist must keep evidence of participation in the activity (for example, receipt, certificate of attendance) and documentation about the activity (for example, description of the activity and profile of the presenter, notes and written reflection on the activity and outcomes). The supervisor should review the PD portfolio

regularly and it must be submitted to the Board within 14 days if being requested for review.

### C. Record of supervision

The provisional psychologist must summarise the content of each supervision session. The record of supervision must also include supervisory feedback and/or evaluative comments from the supervisor who conducted the session. The record of supervision must be completed by the provisional psychologist on a regular basis (for example, on a weekly or fortnightly basis) and signed by the provisional psychologist and the supervisor/s.

### D. Reflective journal

Reflective practice is an essential component of skill and professional development by psychologists throughout their career in psychology. It involves a critical reflection on one's own practice and a commitment to ongoing professional growth and development.

Critical reflection is a learning process in which we think about what has occurred in practice, examine what we thought, how we felt and how we acted; to think about what we did right and what we could have done differently, to acknowledge our own limits, and speculate about what we might do differently in the future. Psychologists and provisional psychologists reflect on their practice daily, they take the time to reflect and evaluate their performance after client sessions and other professional activities in order to continuously improve and refine their professional performance.

Reflection occurs in different ways, including thinking, talking with supervisors and peers, and in writing.

Provisional psychologists must document their reflection on practice in the internship at least weekly or following a major professional activity. The journal should be taken to each supervision session for review/discussion and signing by the supervisor.

A template journal is provided on the Board's website. Alternative electronic or handwritten formats may be used if preferred, provided it is acceptable to the supervisor/s and given to the principal supervisor for regular review and signing.

How much you write and the format you use should be discussed and agreed with your supervisor/s taking into account your own learning and reflection style. The

journal is primarily intended to support development of relevant competencies and to help supervisors and interns during supervision sessions.

## 2.7 Reporting to the Board

As shown in Table 5, there are three formal processes for reporting to the Board during the internship:

- six-month progress reports
- case reports, and
- final assessment of competence report.

The Board may also request submission of other documents for review at any time during the internship, including the logbook, professional development portfolio, or ethical dilemma assessments completed by the provisional psychologist. These documents must be provided within 14 days when requested for review by the Board.

### 2.7.1 Progress reports

The progress reports provide opportunity for the provisional psychologist and the principal supervisor to:

- critically reflect on and assess the provisional psychologist's performance during the supervision period
- discuss the progress toward developing the eight competencies, and
- set training goals for the next reporting period.

Progress reports also enable the Board to monitor the supervisor's assessment of progress during the

internship and that the training continues to be in accordance with the approved internship plan.

A progress report must be completed every six months from the start of the internship, irrespective of whether the internship is being done full-time, part-time, or if a period of leave was taken during the six month reporting period. However, a progress report is not necessary at the end of the internship if the provisional psychologist will submit their application for general registration and final assessment of competence within 28 days after the due date of the progress report.

The principal supervisor must write the six-monthly reports using the progress report form available on the Board's website. They must provide thoughtful, evaluative feedback about the provisional psychologist's progress against each competency, and ensure that every section of the report is completed.

The principal supervisor should aim to complete the progress report within 14 days of the end of the reporting period and provide it to the provisional psychologist, who then reviews and reflects on the report and can add comments and discuss their progress with the supervisor before submitting it to the Board within 28 days of the end of the six-month reporting period.

Failure to submit reports on time could result in the period of supervision not being recognised. Repeated failure could result in disciplinary proceedings for the principal supervisor, secondary supervisor and/or provisional psychologist. If there are extenuating circumstances that might prevent the report being submitted on time, the supervisor must contact the Board (through their local AHPRA office) in writing before the due date.

Table 5: Reporting to the Board for the 4+2 Internship

Report	Who completes it?	When is it submitted to the Board?
<b>Six-month progress reports</b> Form PPPR-76	Principal supervisor	Within 28 days of the end of every six month period.
<b>Case reports</b> Four case reports from a pool of eight developed during the internship. Two must be assessment focused and two must be intervention focused.	Provisional psychologist with feedback, review and assessment by the supervisor/s.	After a review and assessment by the principal supervisor.  Two must be submitted to the Board before the end of the first year of internship (1,500 hours) and two must be submitted during the second year of the internship.
<b>Final assessment of competence</b> Form PPAC-76	Principal supervisor	At the end of the internship with the application for general registration, after the Board has reviewed four satisfactory case reports and the national psychology examination has been passed.

The Board will review the report and may provide feedback if there are any concerns with the provisional psychologist's progress in the internship program, based on its appraisal of the progress report.

If there is a change of principal supervisor during the internship, a transitional progress report is required. See section 7.6.2 Changes in supervisory arrangements in this guideline for details.

## 2.7.2 Case reports

Four of the eight case reports that are assessed as satisfactory by the principal supervisor must be submitted to the Board for review. Two of the case reports submitted to the Board must have an assessment focus and two must have an intervention focus. Two case reports must be submitted to the Board by the end of the first year of the internship (that is, in the first 1,500 hours) and two in the second year. Detailed case report requirements and assessment criteria are set out in Appendix E of this guideline and case report submission checklists that detail the marking criteria are available on the Board's website.

Case reports must be submitted using the Board's case report cover sheet signed by both the provisional psychologist and the principal supervisor. The supervisor's signature on the case report indicates that the supervisor believes the case report is of a satisfactory standard and demonstrates the attainment of relevant competencies.

The Board reviews case reports against the case report requirements included in Appendix E. If a case report is assessed against the assessment criteria as unsatisfactory, the Board assessor will provide comment/s on the case report feedback sheet to explain why it is unsatisfactory and allow the provisional psychologist and supervisor to ensure the issue/s is addressed in other case reports.

As illustrated in Figure 3, the case report development process could involve several resubmissions of drafts to the supervisor for review and feedback and refinement by the provisional psychologist.

Once a final report is submitted to the Board for review, the same report may not be resubmitted if found to be unsatisfactory – a different report from the pool of eight must be submitted to the Board instead. This applies regardless of whether the report is unsatisfactory

because of errors made in practice, or deficits with writing up the case. Therefore, provisional psychologists and supervisors must take care to ensure all the case report requirements are met and the report is of a satisfactory standard before it is submitted to the Board.

## 2.7.3 Final assessment of competence

When the principal supervisor is satisfied that all the core competencies have been achieved and the internship program successfully completed, they must complete the final assessment of competence form which is available on the Board's website.

Completing the final assessment of competence form certifies that the provisional psychologist has acquired and demonstrated proficiency in the eight core competencies and is able to independently, accurately, and ethically offer opinion and practise competently. It also certifies that the provisional psychologist has completed all the minimum requirements for the internship including practice hours and assessment tasks.

## 2.8 National psychology examination

A provisional psychologist undertaking the 4+2 internship program must pass the national psychology examination during the final 1,500 hours of the internship before applying for general registration. This is a requirement of the General registration standard.

The Board expects the provisional psychologist and their supervisor to design a program of professional development, study and revision that will prepare the provisional psychologist for the examination. The program should also meet the overarching requirements of the internship program and the provisional psychologist's own learning and development needs.

The National psychology examination curriculum, National psychology examination recommended reading list, and Guidelines for the national psychology examination are available on the Board's website and should be read in conjunction with this guideline when developing the internship program plan.

## 2.9 Timeframes

### 2.9.1 Starting the internship

In the interests of a smooth transition from study to work, fourth year students can start applying for

provisional registration online up to six weeks before completing their degree. However, a provisional psychologist is not allowed to start the internship until the fourth year qualification is successfully completed, and the Board has approved provisional registration and the internship program plan.

The Board will take the fourth-year qualification to have been successfully completed on the date it receives an official academic transcript that confirms successful completion of all the requirements of the degree and eligibility to graduate. The degree must be conferred before the provisional psychologist finishes the internship and applies for general registration.

The start date for the internship will be the date that the Board approves the internship program plan and the application for provisional registration, unless a different starting date has been agreed.

### 2.9.2 Minimum and maximum timeframes

The minimum time for completing the 4+2 internship program is 88 weeks. The internship may be completed in less than two calendar years if less than the eight week annual leave allowance is taken. However, adequate self-care activities, including appropriate leave, are an important part of a professional practice so some annual leave should be taken each year.

The provisional psychologist is not allowed to ‘condense’ the internship into less than 88 working weeks by working extra hours. Provisional psychologists must continue supervised practice in accordance with these guidelines for a minimum of 88 weeks even if they meet the other internship requirements earlier.

The maximum period for completing the 4+2 internship program is five calendar years from the start date. The start date is the date that provisional registration is granted by the Board.

The five year maximum applies regardless of whether the internship program is completed on a full-time or a part-time basis, and includes any periods of leave taken.

The Board will not approve internship plans with less than 14 hours of psychological practice per week, as this would not enable completion within five years (including annual leave). The Board will consider extensions to the five-year maximum timeframe on a case-by-case basis and will make reasonable accommodations for parental, carer, and sick leave, or part-time practice provided there is still sufficient continuity to achieve the outcomes of the program.

### 2.10 Arranging an internship

Table 6 summarises the steps that a candidate for the 4+2 internship should follow to arrange their internship.

Table 6: Arranging a 4+2 internship

Core competency	Description	Supervisor-based assessment options
1. Find work role(s)/ placement(s) of a psychological nature	Find work role(s)/placement(s) that will allow achievement of the core competencies and other requirements of the internship. Formal position descriptions for all positions must be submitted for approval with your internship plan.	Section 2.3: Core competencies Section 3: Psychological practice
2. Find a principal supervisor	Enter into a supervisory arrangement with a Board-approved supervisor.	Section 4: Supervision
3. Find a secondary supervisor	Enter into a supervisory arrangement with a Board-approved secondary supervisor.  The principal supervisor may help you to identify an appropriate secondary supervisor and must agree to the secondary supervisor/s.	Section 4: Supervision
4. Develop an internship plan	In conjunction with your identified supervisors, you must develop an internship program plan using the Board’s internship program plan form.	Section 4.3: The internship plan

Core competency	Description	Supervisor-based assessment options
<p>5. <b>Apply for provisional registration</b></p>	<p>Submit an <a href="#">online graduate application</a> or complete the paper form available on the Board's website.</p> <p>Supporting documents must be submitted to the Board with your Next steps checklist if applying online, or with the provisional registration application form, including:</p> <ul style="list-style-type: none"> <li>the proposed internship program plan</li> <li>position description(s) for the work role(s)/placements(s) for the internship and/or placement contract(s) between the relevant parties, and</li> <li>any other requested documents.</li> </ul> <p>You must also arrange for your final academic transcript showing successful completion of the fourth-year qualification to be sent directly to the Board by the issuing educational institution.</p>	<p>Section 2.1: Entry into the 4+2 internship program</p> <p>Section 4.3 The internship plan</p>

### 3. Psychological practice

As part of the internship, psychological practice involves the application of psychological knowledge, methodology, principles, techniques and ethical standards to individual clients, groups or organisations. It takes place in a wide range of professional practice settings and workplaces. Professional practice settings may include: clinical, counselling, organisational, neuropsychological, health, educational and developmental, community, sport and exercise, and forensic. Workplaces where psychological practice is conducted include: corporations, educational settings, government departments, health and welfare and community agencies, group private practices, and non-profit organisations.

Psychological practice conducted by the provisional psychologist during the internship should be based on the scientist-practitioner model. This focuses on the use of research findings to inform professional practice and uses a problem-formulation and hypothesis-testing approach. This is an ongoing process that involves defining the problem from available data, generating hypotheses to explain the problem, testing and evaluating the hypothesis, and revising where necessary.

For the purposes of the internship, psychological practice involves direct client contact and client-related activities of a psychological nature, including:

- individual client interventions — assessment, counselling, diagnosis, intervention, case

consultation, case conferences, report writing and case notes, evaluation, and modification of interventions

- group interventions — training and development, group counselling, organisational development and change, consultancy, resource development, and program evaluation, and
- individual or group interventions — rehabilitation, career development, outplacement counselling, employee assistance programs, report writing, consultation, and liaison.

Psychological practice involves the application of specific skills such as:

- establishing professional relationships and maintaining professional behaviour
- applying evidence-based theory
- evaluating the efficacy of psychological treatments or programs and referring the client to another health practitioner if necessary
- communicating with the client about treatment or other interventions
- making referrals
- self-reflective practice, and
- understanding personal and professional limitations.

### 3.1 Client contact

Client contact means direct client contact performing specific tasks of psychological assessment, diagnosis, intervention, prevention, treatment, or consultation, and providing advice and strategies under the guidance of the supervisor.

A 'client' is a party or parties to a psychological service provided by the provisional psychologist. Clients may be individuals, couples, families, groups of people, organisations, communities, facilitators, sponsors, or those commissioning or paying for the professional activity.

Client contact may include providing psychological advice and strategies or other direct contact (such as in person, by video conference or telephone) with associated parties of the primary client in the course of providing a service to the primary client, such as a parent or teacher of a client who is a minor.

The 4+2 internship program requires completion of 1,000 hours of client contact including at least 850 hours of direct contact with real clients. The remaining 150 hours may be completed as simulated client contact or further real client contact.

#### 3.1.1 Simulated client contact

The client contact hours for the internship can include up to 150 hours of simulated client contact learning activities, with up to 90 hours in the first year and up to 60 hours in the second year.

While not mandatory, some simulated client contact is highly recommended, particularly in the early stages of internship or when developing new skills. Simulated learning activities allow the provisional psychologist to experience problem-based learning, and allow the development of clinical reasoning and communication skills in a realistic but controlled learning environment. Simulation allows the provisional psychologist to experience dealing with feelings and emotions stimulated by clinical and professional scenarios, while not putting real patients at risk. It is therefore strongly recommended that some simulated client contact be completed before starting real client contact at the beginning of the internship. Simulated client contact activities are also recommended for practising new techniques before using them with real clients.

To be recognised for the internship, the supervisor/s must approve the simulated client contact as relevant to skills development for the internship. The supervisor/s must provide guidance on the ethical considerations associated with simulation, such as privacy issues, managing peers' anxiety over test results, and implications of public exposure to tests when peers or actors role play the simulation. Simulated learning activities must be followed by review and discussion to confirm that skills development using simulated techniques is actively contributing to achieving core competencies.

Simulated learning activities may include:

- role play and reflection
- use of standardised patients/simulated clients or student/peer actors
- simulated testing techniques
- computer clients using screen-based/virtual worlds
- DVDs of real or simulated clients, and
- shadowing or observing a senior psychologist with a real client (provided that it also includes discussion with and critical feedback from the supervisor after the simulation or observation)

Simulated learning activities may include both the client contact and client-related aspects of practice, such as a role-play client consultation followed by practise of planning, research, and report writing skills in relation to the role-play. Simulated client-related activities are considered client-related activities for the internship and there is no minimum or maximum amount.

The supervisor/s must provide oversight of simulated activities and clear guidance about which aspects are appropriately claimed as client contact and client-related activities. The supervisor/s must also ensure simulated learning activities are directly relevant to the acquisition of relevant competencies for work with clients. Extra simulated client contact over and above 150 hours can be logged as extra client-related activities.

### 3.2 Client-related activities

Client-related activities are all activities, excluding direct client contact, professional supervision and professional development, which are considered necessary to provide a high standard of service to clients and to support the provisional psychologist's achievement of the core competencies. The supervisor/s provides guidance about

relevant client-related activities, taking into account the provisional psychologist's development needs and their work context. The supervisor/s will also provide guidance on the appropriate level of detail for recording client-related activities in the logbook.

### 3.3 Placements and work roles

Placements or work roles for the internship must be psychological in nature. In particular, they must involve the psychology-specific tasks of assessment, problem formulation, diagnosis, intervention and prevention. The work role/s must provide a broad and balanced range of experience that enables skills in all areas to be developed at a consistent rate, all competencies achieved and the minimum client contact hours to be met.

Work roles that predominately involve providing services in another professional field, such as social work, occupational therapy, or special education will not be approved for the internship.

Provisional psychologists are not allowed to work independently or establish an independent private practice because general registration is needed for independent practice. The Board defines 'independent private practice' as a practice in which a psychologist operates as a sole trader, contractor or in a business arrangement with other sole traders and receives a fee for service from a client or third party (such as a referring agency).

The Board will approve applications to work in group private practice with other psychologists if the role meets the requirements of the internship and there will be sufficient support and supervision for the provisional psychologist.

Work roles such as teaching or tutoring in psychology, supervising other professionals or working in research positions do not constitute psychological work for the purpose of the guidelines and will not be approved. However, supervised applied psychological research as part of a psychological practice role may be accepted, provided it contributes to achieving the core capabilities for the internship and constitutes not more than 400 hours of psychological practice.

It is advisable for the provisional psychologist to have a formal placement agreement or contract in place for the internship. A copy of the agreement or contract

should be provided to the Board together with the formal position description. The practice framework hours summarised in Table 4 for the internship are based on a work role of approximately 34 hours per week over 88 weeks including supervision and professional development.

In practice a variety of different working arrangements may be approved for the internship. It is important that the intern, employer/s and supervisors all have a good understanding of the requirements of the internship and realistic expectations about the time it will take to complete an internship in a particular work role.

#### 3.3.1 Scope of the psychological practice

Work roles or placements that include both psychological and non-psychological tasks and activities may be approved but only if they include, on average, at least 14 hours of psychological practice weekly (either in the single work role or together with another position). Only the psychological components of the role will be counted towards the internship program. The Board may need periodic submission of the log book to ensure the minimum psychological requirements continue to be met.

A work role may be limited in scope and not provide opportunity for the provisional psychologist to achieve all the core competencies, even if it consists exclusively of duties that meet the psychological practice requirements. For example, 'occupational suitability assessor' roles may involve one-off client assessment of a limited nature but no ongoing intervention. Some roles may be too specialised for the internship; they may only provide exposure to a narrow range of clients and presentations and not enable sufficient experience with a range of assessment tools and instruments and intervention techniques. Such roles may be suitable as a short placement for developing specific competencies, but not as a single major placement for the internship.

If a proposed work role for an internship lacks the necessary breadth of experience, the internship plan must clearly set out how the provisional psychologist will achieve the core competencies in other ways. This would generally include undertaking two or more concurrent or consecutive placements which together cover the broad range of experience necessary. It may also include undertaking minor/observational placements and organisational visits, and focusing on specific competencies in professional development and

supervision; simulated learning activities and additional tasks or assessments set by the supervisor. The supervisor should determine, on average, the percentage of the provisional psychologist's total hours of work each week that falls within the definition of 'psychological practice' for each work role.

## 4. Supervision

Supervision is an interactive process between a provisional psychologist and a supervisor. It provides the provisional psychologist with a professionally stimulating and supportive opportunity for growth. Supervision of the provisional psychologist's professional practice during the internship period is completed by Board-approved supervisors.

The purpose of supervision is to guide and provide feedback on the provisional psychologist's practice, and to assess personal, professional and educational development in the context of their experience of providing safe, appropriate and high quality care to clients.

Supervision involves a special type of mentoring relationship in which the supervisor provides supportive direction, facilitative activities, and instructive critique to help provisional psychologists to achieve their professional goals. In particular, the supervisor oversees the provisional psychologist's application of procedures and tasks to help them achieve the eight core competencies needed for general registration.

Guidelines for supervisors are available on the website.

### 4.1 Supervision provided during the internship

Supervision must always be provided within the limits of the supervisor's experience and training, and in accordance with the National Law, registration standards, these guidelines, the Guidelines for supervisors, and the Board-endorsed Code of ethics for the profession.

Supervisors must ensure they are fully able to maintain the level of commitment necessary when taking on a new supervisee. They should periodically review their existing supervision commitments and professional responsibility to maintain their capacity to provide high quality supervision. They may consider negotiating for a secondary supervisor to take on more responsibility,

or helping their supervisee/s to find a new primary supervisor if appropriate.

It is recommended that supervision occur at least on a weekly basis while the provisional psychologist is practising. This is particularly important early in the internship.

A minimum of 160 hours of supervision must be provided at an average ratio of one hour of supervision to 17 hours of supervised psychological practice. The supervisor may vary the frequency and duration of supervision meetings during the internship according to the needs of the provisional psychologist and practice context, provided there is regular direct supervision for the entire duration of the program and the overall supervision hours are met.

At least 150 hours of the total supervision must be direct. Direct supervision is defined as real-time verbal communication between the provisional psychologist and supervisor/s, conducted either together in the same room, through video conference (including Skype) or telephone.

Supervision should primarily use visual mediums where each party can clearly see the other's facial expressions and body language. However, up to 40 hours of supervision for the internship may be by telephone or other direct non-visual communication. Additionally, the Board may approve more than 40 hours where appropriate because of special circumstances. Proposals for more than 40 hours of supervision for the internship via telephone or other direct non-visual communication must be approved in advance by the Board.

Up to 10 hours of supervision may be indirect (asynchronous) supervision such as providing written feedback.

100 hours of the total supervision hours must be direct, one-on-one supervision by the principal or secondary supervisor/s. The remainder can be further direct, one-on-one supervision, or indirect supervision, or direct group supervision with the principal or secondary supervisor/s.

At least half (80 hours) of the total supervision (including direct, indirect, individual and group supervision) must be provided by the principal supervisor. The remainder can be principal or secondary supervision.



# GUIDELINES: 4+2 INTERNSHIP PROGRAM



If supervision is not provided at the ratio of 1 hour of supervision for every 17 hours of psychological practice, and/or is not provided frequently for the duration of the internship, the Board may not recognise the period of supervision or may take other action. For details refer to the Board's policy for unsatisfactory supervision at Appendix D.

## 4.1.1 Individual supervision

100 hours of the total supervision provided during the internship must be individual (one-on-one) supervision provided by the principal or secondary supervisors.

Individual supervision must:

- be direct (real-time verbal communication between the provisional psychologist and the supervisor)
- include direct observation of the provisional psychologist's practice with clients
- be provided frequently throughout the internship when practising (excluding leave periods), regardless of the number of hours per week of psychological practice, and
- predominantly be at least one hour per session (up to 40 hours may be claimed for shorter supervision sessions)

## 4.1.2 Other supervision

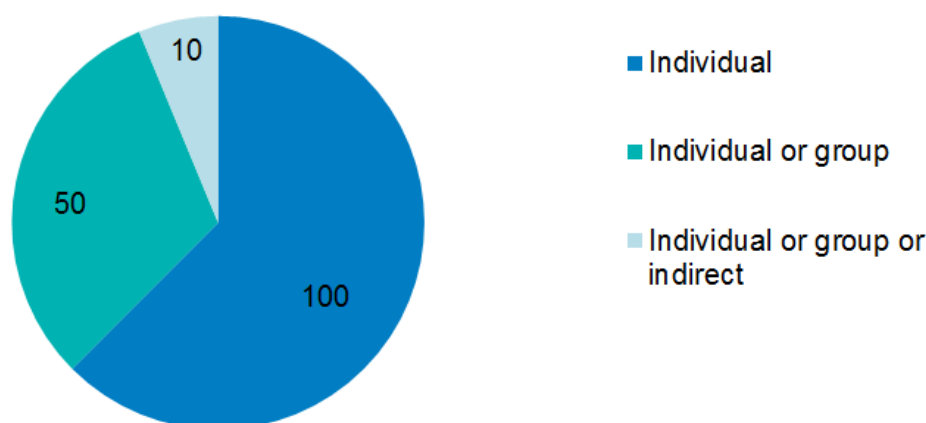
The remaining 60 hours of supervision may more direct individual supervision and/or direct group supervision (with a group consisting of no more than five supervisees). It may also include up to 10 hours of indirect individual supervision. Indirect individual supervision may involve email or other asynchronous communication. This may include submitting draft reports or draft correspondence to a supervisor who reviews and provides written feedback and directions (such as on a written document).

The time claimed for indirect supervision should be an estimate of the amount of time the supervisor has spent writing feedback for the provisional psychologist, not the time the provisional psychologist spends time reading and reflecting on the feedback. As a guide, a one page report or letter might count 15 minutes toward indirect supervision, a three-page report on an individual client 45 minutes, and a case report 90 minutes.

**Note:** more hours of indirect supervision may be permitted in exceptional circumstances, with prior approval from the Board.

Emails or other asynchronous communication used to arrange meetings or exchange information cannot be counted toward psychological supervision for the internship.

Figure 4: Breakdown of types of supervision in the internship program by number of hours



## 4.1.3 Direct observation

Individual supervision for the internship must include direct observation. Direct observation means observation (live or recorded) of the provisional psychologist's

practice with real clients. Direct observation usually requires an image of each of the parties (including a clear view of facial expressions) when a supervisor is present at the session, or watching a videotape or video

conference of the provisional psychologist's practice with clients.

The Board may approve audio observation (live or recorded) if special circumstances apply and Board approval is sought in advance.

At a minimum, the supervisor must observe two psychological assessments and two intervention sessions every six months (whether working full-time or part-time). The total number of direct observation hours must be recorded on each six-month progress report.

A supervisor would usually observe the provisional psychologist's practice with simulated clients before starting real client contact to ensure that they will be able to practice safely and ethically. However, simulated clients should not be counted towards the minimum direct observation requirements.

The supervisor and the provisional psychologist must be aware of ethical issues when undertaking observation of practice with clients, including informed consent, maintaining the integrity of the therapeutic relationship, privacy, and confidentiality.

A secondary supervisor may complete the direct observation requirements when the principal supervisor is unable to perform direct observation in an approved workplace setting.

## 4.2 Supervisory arrangements

A provisional psychologist's internship is overseen and directed by a Board-approved principal supervisor. The principal supervisor must oversee the practice of the provisional psychologist and complete the progress reports and final reports. Supervisors are experienced psychologists who often practise in specialised areas. Therefore, the principal supervisor will often make use of the expertise of other psychologists with a depth of knowledge or up-to-date experience in particular areas to enhance the internship experience.

The Board requires the appointment of one or more other psychologists as secondary supervisors. A secondary supervisor is a Board-approved supervisor, reporting to the principal supervisor, who assists by providing training, supervision, and feedback about the progress of the provisional psychologist.

The principal supervisor must provide at least half (80 hours) of the provisional psychologist's total supervision,

while the remaining supervision can be provided by one or more secondary supervisors with the agreement of the principal supervisor. For example, the secondary supervisor/s may run group supervision sessions, provide supervision sessions in their particular area/s of expertise as relevant, act as an on-site supervisor for a second placement or employment position, be a 'back-up' supervisor who has agreed to provide supervision when the principal supervisor is on leave or unavailable, or provide independent assessment of case reports.

For information about disruption of and/or changes to the supervisory arrangement during the internship, see section 7.6 Changes and disruptions in supervisory arrangements.

Some contribution to supervision programs by professionals in related professions (such as psychiatry, human resources management, social work, and academia) with specialist knowledge relevant to the internship may be beneficial. This should be logged as professional development or client-related activity, not psychological supervision. Similarly, supervision by a workplace supervisor that is given by way of 'line management' should be logged as client-related activity if it directly relates to psychological work.

### 4.2.1 Establishing supervisory arrangements

The provisional psychologist is responsible for locating suitable Board-approved supervisors and negotiating the conditions for supervision throughout the internship program, in accordance with these guidelines. Ideally, the principal supervisor should work on-site with the provisional psychologist, although off-site supervisory arrangements can be approved (see section 4.2.2 Off-site supervisory arrangements).

Supervision arrangements may be included as part of the terms of employment, or provisional psychologists may need to find their own external supervisors. The Board's website provides an online searchable list of Board-approved supervisors to help with finding a suitable supervisor

Identifying a suitable principal supervisor may take time and require negotiation with several prospective supervisors. A meeting between the individual seeking supervision and the potential supervisor should be used to:

- determine whether the two people can work well together

- establish the competencies that the supervisor has training and recent experience in, to enable them to supervise the provisional psychologist's practice during their internship, and
- identify potential alternative supervision opportunities to enable the provisional psychologist to meet the core competencies not directly achievable in an arrangement with the principal supervisor.

Before starting supervised practice, it may be helpful for the provisional psychologist to reflect on questions such as the following:

- Where am I working and what supervisory needs relate to this setting?
- What are my professional needs and goals?
- Do I have a career plan or path in mind?
- What types of supervision would enable me to achieve the maximum gains in learning?
- What might I expect from supervision?
- What is my preferred learning style and what am I looking for in a supervisor?
- Does my proposed supervisor have the experience and skills I need?

To establish and formalise a mutually agreeable supervisory arrangement, the provisional psychologist and the principal supervisor should meet and discuss and/or document in writing:

- meeting times and arrangements for cancellations of meetings
- payment arrangements, if relevant
- records and other documentation to be kept
- availability of the supervisor/s
- expectations, rights and responsibilities of all parties
- reporting arrangements, including those that are part of the internship plan and other reporting (e.g. in the workplace)
- processes for feedback
- policies for dealing with confidentiality and other ethical issues, and
- whether an appropriate secondary supervisor has been selected.

As a mentor, the supervisor aims to guide and teach the provisional psychologist by:

- overseeing the development of the eight core competencies and preparation for the national psychology exam
- providing opportunities for reflection, discussion and feedback on all elements of their professional practice
- monitoring the professional activities and standards of the provisional psychologist
- intervening in problematic situations by applying or imparting knowledge or skills not yet mastered
- regularly evaluating the provisional psychologist's performance in the delivery of psychological services and the procedures used
- providing guidance in administrative issues in practice settings
- facilitating their education and acquisition of skills
- ensuring that each client knows that they are practising psychology under supervision
- having some exposure to the full range of their work, including research, communication, intervention and assessment
- addressing any issues of underperformance, providing periodic review and showing due process, and
- timely feedback and paperwork (for example, case reports and progress reports), monitoring the internship plan.

#### 4.2.2 Off-site supervisory arrangements

It is preferable for the principal supervisor to be on-site at the provisional psychologist's main place of practice. However, an off-site arrangement will be approved if the Board is satisfied that the provisional psychologist will receive adequate workplace supervision, direction and guidance from a secondary supervisor or another appropriate professional, such as another psychologist, line manager or other registered health professional.

Off-site supervision arrangements should be requested on the internship plan form submitted as part of the provisional registration application before undertaking an internship. The Board may also request additional relevant information, if needed, when making its assessment.

For an off-site supervision arrangement, the applicant and the principal supervisor should ensure that:

- the employer proposing to provide placement or employment for the applicant is aware of the requirements of the internship, and
- the arrangement complies with the goals of the internship as well as privacy, confidentiality, and any other relevant workplace and/or employment policies.

### 4.3 The internship plan

Before starting an internship, a proposed internship plan must be submitted to the Board for approval as part of the application for provisional registration.

The internship plan must consist of a completed and signed Internship program plan form – SPPR-76 (available on the Board’s website) and include the employment position description/s. The internship plan should be developed by the applicant in conjunction with their principal supervisor with input by secondary supervisors and employers where appropriate.

The internship plan is a formal arrangement or contract between the supervisors, the Board, and the provisional psychologist that outlines:

- how the proposed psychological practice conducted during the internship will enable the provisional psychologist to achieve the eight core competencies required for general registration
- how, and in what ways, the supervisors will contribute to the learning process, and
- professional development activities that the supervisors consider to be appropriate to the internship.

On receipt of a proposed plan, the Board will review and assess:

- the core competencies that the provisional psychologist is likely to be able to achieve in the work role(s)/placement(s)
- whether alternate ways have been identified to meet internship requirements unlikely to be achieved in the work role(s), and
- how much psychological practice versus non-psychological practice is involved in the work role/s.

Approval of an internship plan by the Board does not guarantee that a work role/placement or the internship plan will allow the provisional psychologist to develop the competencies for general registration. The principal supervisor must assess their progress throughout the internship and may direct them to undertake further work roles to ensure all requirements are met.

#### 4.3.1 Using the internship plan

The provisional psychologist must always follow their internship plan. The principal supervisor is responsible for ensuring the plan is followed during the internship.

The provisional psychologist must review the plan with their principal supervisor at least every six months when completing the progress report, to ensure they are meeting their training objectives across the eight core competencies and attributes. If either the principal supervisor or the provisional psychologist identifies that the plan needs significant amendment to enable them to meet the requirements of the program, a revised internship plan must be submitted to the Board with the report.

If there is a significant change in supervisory arrangements, such as a new principal supervisor, the internship plan must be reviewed – for more information refer to Changes in supervisory arrangements in these guidelines.

## 5. Professional development

Professional development (PD) activities help psychologists to maintain, improve and broaden their knowledge, gain competence, and develop the qualities expected in their professional practice. PD is led or directed by the supervisor/s and involves practice-based learning activities focused on achieving the core competencies.

In consultation with the principal supervisor, the provisional psychologist should design a PD plan with clearly identified learning aims that meet their practice requirements. A professional development learning plan template is available on the website.

The provisional psychologist must complete at least 120 hours of PD activities during the internship.

PD activities can include attending lectures, seminars, symposia, presentations, workshops, short courses, or

conferences; learning by reading and using audiovisual material, including activities completed to prepare for the National Psychology Examination; and other self-directed learning. Appropriate PD activities may be offered by professional societies and associations, universities, workplaces, or commercial providers, and also peers, colleagues and supervisors.

After completing the internship and obtaining general registration, continuing professional development (CPD) provides an opportunity for lifelong learning to maintain skills and competence. All psychologists with general registration must meet the mandatory CPD registration standard. The PD requirements of the internship provide an introduction and orientation to CPD.

### 5.1 Recognition and recording of professional development

The internship plan must include a professional development (PD) plan developed by the provisional psychologist, guided by the principal supervisor. The PD plan must be reviewed regularly and updated as necessary when different learning needs are identified. To be recognised for the internship PD must be approved by the supervisor and recorded in the log book.

## 6. Completion of the internship

The provisional psychologist can apply for general registration once they have passed the national psychology examination and the principal supervisor completes and signs the final assessment of competence form certifying that the provisional psychologist has:

- demonstrated achievement of the eight core competencies to their supervisor
- completed eight case reports that have been reviewed by the supervisor
- submitted four case reports that have been assessed as satisfactory by the supervisor/s to the Board for review and received confirmation of the satisfactory grade, and
- completed the minimum practice hours for the internship set out in Table 4.

### 6.1 Applying for general registration

An application for general registration must use the application form published on the Board's website and attach the completed final assessment of competence form and all other supporting documents specified on the form. Should the Board not be satisfied that all the requirements for general registration have been met the provisional psychologist may need to complete a further period of internship.

The provisional psychologist must maintain their provisional registration and continue regular supervision until they hold general registration. The Board will not consider an application for general registration until the minimum internship period has been completed.

## 7. Conditions and policies governing the internship

### 7.1 Standards, guidelines and policies

As registered health practitioners, all provisional psychologists and supervisors must be familiar with the obligations of registered health practitioners under the National Law and must practise in accordance with the Board's registration standards and policies.

All the Board's standards, guidelines and policies are published on the Board's website.

### 7.2 Code of ethics

Internships are governed by the Board-endorsed Code of ethics. The Code outlines ethical principles and sets standards to guide psychologists, including provisional psychologists, to a clear understanding of what is considered ethical professional conduct.

The code expands on three ethical principles:

- respect for the rights and dignity of people and peoples (including provisions relating to privacy and confidentiality of information)
- propriety, and
- integrity.

Supervisors and provisional psychologists must act in accordance with the code at all times. Supervisors must be satisfied that provisional psychologists are familiar with the code and have a good understanding of legal,

ethical and professional obligations before starting direct client contact.

When starting employment for the internship, provisional psychologists should ensure their employer is aware of the professional obligation of psychologists to always practice and conduct themselves in accordance with principles of the code.

In accordance with the code, all registered psychologists have obligations to protect the interests and welfare of clients and the public. This includes only practising within the limits of their professional competence and being aware of the effects their own physical and mental health can have in their ability to practise competently.

The Code of Ethics is available via the Board's website.

### 7.3 Use of title

Individuals who have provisional registration under the 4+2 internship program are entitled to use the title 'provisional psychologist' while engaged in supervised practice as part of the approved internship.

Provisional psychologists must not use the title 'psychologist' or 'registered psychologist' or any other title that may indicate that they hold either general registration or an endorsement under the National Law. For further information about titles, see the Guidelines for advertising regulated health services, available on the Board's website.

### 7.4 Leave

Provisional psychologists may take annual and/or extended leave during their internship, subject to the conditions of these guidelines.

#### 7.4.1 Annual leave

Up to eight weeks of annual and/or personal leave a year of the internship is provided. This takes into account provisional psychologists in rural/remote areas where more holidays are typically granted, and the summer holidays for psychologists working in schools. The Board does not need to be notified when up to eight weeks of annual/personal leave is taken, regardless of whether it is taken all at once or in smaller blocks.

Any proposed leave periods longer than eight weeks or a proposal for more than eight weeks of leave to be taken

in one year will usually be considered extended leave and must be approved in advance by the Board.

The Board will consider approving work roles that provide more than eight weeks leave a year – such as school psychology roles – on a case-by-case basis. Leave provisions must be clearly stated in the position description submitted for approval. If a work role that includes more than eight weeks leave a year is approved as part of your internship program plan, the Board does not need to be notified when taking the additional leave.

It is important to note that internships with more than eight weeks leave a year will not be able to be completed in two years.

#### 7.4.2 Extended leave

Extended leave may be granted for a period of up to 12 months in exceptional circumstances, with the possibility of extension.

If a provisional psychologist needs to take a break from supervision longer than eight weeks and up to 12 months, they must seek written approval from the Board in advance where possible. Unexpected long-term leave, such as illness or injury must be advised to the Board as soon as possible.

If approval is granted, the provisional psychologist can recommence the current internship after the period of leave without penalty.

If a provisional psychologist needs to take a break from supervision for longer than 12 months, they will need to discontinue the internship and apply for recognition of previous supervised practice when starting a new internship at a later time.

### 7.5 Changes to work roles or placements

Requests for approval of a new work role/placement or any substantial amendment to an existing work role or placement (such as a change in duties) must be submitted to the Board in the form of a new or amended internship plan signed by the supervisor and the provisional psychologist. A position description for each proposed new role must be submitted along with the revised plan.

The provisional psychologist can begin to accrue hours of supervised practice in new or substantially amended work roles/placements from the date the Board receives

a complete, revised plan and position description, if it is subsequently approved by the Board.

Provisional psychologists intending to start a new work role and/or make amendments to an existing work role should submit their revised plan and the formal position description(s) before the change in work role if possible, as practice under a plan that is not subsequently approved will not be recognised.

## 7.6 Changes and disruptions in supervisory arrangements

### 7.6.1 Temporary disruptions to supervisory arrangements

If the principal supervisor is temporarily unavailable for up to eight weeks, the provisional psychologist may continue to practise under an approved secondary supervisor during that time. If the principal supervisor has approved the temporary arrangement the Board does not need to be notified; however, the temporary supervision arrangement must be reported in the next progress report.

If the principal supervisor will be unavailable for more than eight weeks, and the provisional psychologist will be practising under a secondary supervisor during the time, the provisional psychologist and principal supervisor must inform the Board of the amended supervisory arrangement in advance.

If both the principal supervisor and secondary supervisor/s are unavailable at the same time and the provisional psychologist is unable to secure a new supervisor for the period, they must stop practising immediately and notify the Board in writing within seven days.

### 7.6.2 Changes in supervisory arrangements

#### Change of principal supervisor

When there is a change of principal supervisor the provisional psychologist must submit a change of principal supervisor form to the Board for approval, preferably in advance of the change, and no later than 28 days after the supervisory arrangement with the outgoing supervisor ends.

The outgoing principal supervisor must provide a transitional progress report submitted as part of the change of supervisor form. The completed transitional

progress report should be provided to the provisional psychologist within 14 days of the end of the supervisory arrangement to give the provisional psychologist appropriate opportunity to review and provide independent comment on any aspect of that report. Both the supervisor and the provisional psychologist must sign the completed change of supervisor form.

The provisional psychologist must provide their new principal supervisor with a copy of the outgoing supervisor's report and lodge it with the Board within 28 days of the end of the original supervisory arrangement.

If the supervision arrangement with the principal supervisor ceases and the Board has not yet approved a new principal supervisor, the provisional psychologist can continue to practise under a secondary supervisor if they have submitted the change of supervisor form and are awaiting Board-approval.

If the supervision arrangement with the principal supervisor ceases and the provisional psychologist has not found a new principal supervisor, they must inform the Board in writing within seven days and may continue to practise under an approved secondary supervisor for up to eight weeks in the meantime. However, if no secondary supervisor is available, the provisional psychologist must stop practising immediately when the arrangement with the principal supervisor ceases and inform the Board in writing within seven days.

#### The internship plan under a new principal supervisor

The change of supervisor form will also inform the Board whether the same internship plan will continue to be used. When there is a change in supervisory arrangements, the provisional psychologist and the new supervisor(s) may either:

- continue to work under their existing approved internship plan, or
- develop a new internship plan (or substantially revised plan) if the provisional psychologist and the new supervisor(s) think this is necessary.

If the provisional psychologist will be working under a new or substantially revised internship plan, they can continue practising under the old supervision plan with the new supervisor in the interim while preparing the new plan, provided the new plan (including formal position descriptions) is submitted to the Board within 28 days of the change of supervisory arrangements. If not

submitted in this timeframe the Board will not recognise the period of practice until the new plan is lodged.

The provisional psychologist can begin to accrue hours of work and supervision under the new (or revised) internship plan from the date a complete plan is lodged with the Board for approval, if it is subsequently approved by the Board.

If new or revised plan is not approved (including instances where it could not be approved because the application was incomplete) the Board will not recognise the period of internship. The internship will only be recognised from the date a complete plan that is subsequently approved is lodged.

### Change of secondary supervisor

The principal supervisor may approve a change of secondary supervisor and advise the Board in writing immediately or in the next progress report. When a principal supervisor approves a secondary supervisor they must ensure that the secondary supervisor is Board-approved to provide secondary supervision in the 4+2 internship program. If a secondary supervisor does not have the appropriate Board approval, the supervision they provide will not be recognised towards the supervision hours for the internship. Board-approved supervisor status can be checked on the Board's website using [Search for a supervisor](#).

## 7.7 Discontinuing the internship

If a provisional psychologist decides to discontinue their internship for any reason, they must notify the Board in writing of their decision and surrender their provisional registration. This should be done as soon as possible and no later than 28 days after the internship is discontinued. Should they decide later to resume their training, they must re-apply for provisional registration at that time.

A progress report needs to be submitted when the internship is terminated. If the individual wishes to apply start a new internship later, the Board will not recognise previous supervised practice for any period for which a progress report has not been provided.

## 7.8 Recommencing the internship

If an individual has previously discontinued their internship and wishes to start a new internship, they must apply to the Board by submitting:

- a new application for provisional registration

- a new internship plan including signed position description(s), and
- a statement detailing the reason(s) for the break in the internship.

The Board may, at its discretion, decide to recognise all or part of the previous internship towards the new internship. Factors that may be considered in such a decision include:

- the length of the break from the internship
- the reasons for discontinuing the internship
- degree of contact with the profession or professional development during the period of leave
- any registration/notification issues (such as immediate action, suspension), and
- progress made towards the core competencies.

The Board will not recognise previous supervised practice if a signed and dated progress report for the period was not provided when the supervision was terminated, unless exceptional circumstances apply.

Information about re-starting an internship after an extended break is available in the Board's Recency of practice registration standard.

## 7.9 Maintaining provisional registration

Provisional registration must be maintained throughout the 4+2 internship and until general registration is granted. If provisional registration expires without a new application or renewal being approved by the Board, the individual must not continue to practise as a provisional psychologist nor continue in the internship program.

The Board will only consider and credit hours of psychological practice, supervision and professional development accrued after the date provisional registration is approved and while it is maintained.

### 7.9.1 Annual renewal

Unlike general registration as a psychologist, which is renewed by 30 November each year, provisional registration must be renewed every 12 months from the date that the Board approves provisional registration.

Provisional psychologists must apply to renew their registration before the end of 12 months. The Board may refuse an application for renewal of provisional registration if the applicant does not comply with:



- any requirements of the National Law
- the Provisional registration standard
- the Professional indemnity insurance arrangements registration standard, and/or
- these guidelines without reasonable excuse.

### 7.9.2 Application for provisional registration after three years of provisional registration

Provisional registration may be renewed twice if required (see section 64(3) of the National Law), but cannot be held for more than three years, unless a new application is made.

Individuals requiring more than three years to complete their internship must submit an application for provisional registration after three years of provisional registration (form APRR-76) at least 60 days before the end of their third year of registration, to ensure that they can continue the internship without disruption. A new internship plan does not need to be submitted, unless changes have been made to the previously approved supervisory arrangements.

AHPRA will send a reminder to the provisional psychologist but it is the practitioner's responsibility to submit a new application on time.

### 7.10 Professional indemnity insurance

Provisional psychologists must have professional indemnity insurance that meets the requirements of the Professional indemnity insurance arrangements registration standard in place while undertaking their 4+2 internship. For further details refer to the standard and other information available on the Board's website.

### 7.11 Dispute resolution

If a dispute arises in connection with the internship, the provisional psychologist and supervisor should work towards settling the dispute by negotiation (to be carried out in good faith) in the first instance. The provisional psychologist should initially consult with the supervisor(s) about grievances that arise about supervision, and both parties should cooperate with attempts to resolve them.

Provisional psychologists and supervisors can both choose to terminate the supervision arrangement if grievances cannot be resolved. A provisional psychologist

will need to organise a new supervision arrangement if they wish to continue the internship.

While these guidelines encourage the development of a well functioning professional relationship between the supervisor and the provisional psychologist, allegations that relate to the conduct of the supervisor or the provisional psychologist may become the subject of a notification to the Board.

All psychologists and provisional psychologists have mandatory reporting obligations under the National Law to report notifiable conduct as defined under section 140 of the National Law. This obligation applies to all registered health practitioners, including if the person is your supervisor or supervisee.

Where conduct does not meet the threshold for a mandatory notification but there are still serious concerns, either party can make a formal voluntary notification to the Board if there are grounds under section 144 of the National Law. Grounds for a notification about the conduct of a registered psychologist or provisional psychologist may include failure to comply with the requirements of the Code of ethics, these Guidelines for the 4+2 internship program, the Guidelines for supervisors, or any other guidelines approved by the Board.

If the Board receives a complaint (notification) about disputes in connection with the internship, the Board may decide:

- the complaint is not a matter for the Board, or
- the matter be considered as a notification about the health, performance or conduct of the registrant.

If the subject of the notification is the supervisor, the Board may review their approved supervisor status.

## Review

**Next review date:** These guidelines will be reviewed at least every five years

**Last reviewed:** 11 July 2017: Appendix E was updated in the PDF version on 11 July to include a missing table

## Appendix A: Definitions

The following terms are defined as they are used in these guidelines.

**AHPRA** means the Australian Health Practitioner Regulation Agency established under section 23 of the National Law.

**Board** refers to the Psychology Board of Australia established under section 31 of the National Law.

**Guidelines** refers to these Guidelines for the 4+2 internship program, and any subsequent amendments approved by the Board.

**Internship** means a supervised practice program approved by the Board.

**National Law** refers to the Health Practitioner Regulation National Law, as in force in each state and territory in Australia.

**Principal supervisor** means a supervisor who has been approved by the Board to supervise provisional psychologists. The principal supervisor is the main supervisor who has overall responsibility for the program, including oversight of secondary supervisors for the program.

**Provisional psychologist** means a person registered as a provisional psychologist under section 62 of the National Law to enable the individual to complete a mandatory period of supervised practice to become eligible for general registration as a psychologist.

**Psychological practice** involves the application of psychological knowledge, skills, methodology, principles, techniques and ethical standards to individual clients, groups, organisations, or communities.

**Psychologist** or **General psychologist** means a person who holds general registration as a psychologist under section 52 of the National Law.

**Secondary supervisor** means a psychologist who has been approved by the Board to supervise provisional psychologists. The secondary supervisor may fulfil a component of the supervision in the internship as agreed with the principal supervisor and the provisional psychologist and is responsible to the principal supervisor.

**Supervised practice program** means a training and supervision program undertaken in accordance with a plan that has been approved by the Board which consists of supervised psychological practice, professional supervision and professional development activities designed to enable a provisional psychologist to develop the capabilities and attributes needed for general registration.

**Supervision** is an interactive process between a provisional psychologist and a supervisor. It provides the provisional psychologist with a professionally stimulating and supportive opportunity for growth. Supervision involves a special type of mentoring relationship in which supportive direction, facilitative activities, and instructive critique is given by the supervisors to help provisional psychologists to achieve their professional goals.

**Work role** means placement(s)/employment in settings providing an opportunity for the development of psychological practice skills by provisional psychologists under guidance of a supervisor or supervisors with clients and in client-related activities relevant to the attainment of core competencies.

## Appendix B: Supporting documents

### Application, reporting and recording forms

This list below provides information on the supporting forms for the 4+2 internship program that are used for applications, and recording and reporting on the internship.

All the forms are available on the Board's website: [www.psychologyboard.gov.au](http://www.psychologyboard.gov.au).

Document/form	Purpose of document/form	When is it submitted to AHPRA?
<b>Online application form for provisional registration</b>	To make an application for provisional registration.  Australian-qualified applicants only.	Earliest: up to six weeks before completion of your fourth-year degree  Latest: you must apply for and be granted provisional registration before you can start any psychological practice, PD and supervision for the internship.
<b>APRO-76 Application for provisional registration</b>	To make an application for provisional registration.  APRO-76 can be used as an alternative to, or if you are not eligible to use, <a href="#">online graduate applications</a> .  Australian-qualified applicants only.	Earliest: you must have successfully completed all the requirements of your fourth year degree and be eligible to graduate  Latest: you must apply for and be granted provisional registration before you can start any psychological practice, PD and supervision for the internship.
<b>APOS-76 Application for provisional registration for overseas-qualified applicants</b>	To make an application for assessment of overseas qualifications and provisional registration	Earliest: all qualifications obtained overseas must have been conferred.  Latest: you must apply for and be granted provisional registration before you can start any psychological practice, PD and supervision for the internship.
<b>SPPR-76 Internship program plan form</b>	1. To develop and record the internship plan with supervisor/s and apply to the Board for assessment and approval of the plan and  2. For making major changes to the plan during the internship.	1. Together with the Next steps checklist after applying for provisional registration online or Together with APRO-76 if making a paper application for provisional registration and 2. When changing to a new work role or adding a work role.
<b>ARPP-76 Application for provisional registration after three years of provisional registration</b>	For current provisional psychologists who have already renewed registration twice and now must reapply for registration in accordance with section 64(3) of the National Law.	Before the end of the third year of provisional registration (if applicable).
<b>PPLB-76 Log book: record of professional practice</b>	To record psychological practice activities and for reporting to the Board.	Within 14 days if requested by the Board.

Document/form	Purpose of document/form	When is it submitted to AHPRA?
<b>PPPR-76</b> <b>Progress report</b>	For the principal supervisor to report to the Board on progress.	Every six months from the date provisional registration is granted.
<b>CHPS-76</b> <b>Change of principal supervisor</b>	To advise the Board of a change of principal supervisor and gain approval for the change.	Not more than 28 days after changing supervisor.
<b>CSSF-76</b> <b>Case report submission form</b>	A cover sheet for submission of case reports.	With each case report
<b>SCAC-76</b> <b>SCIC-76</b> <b>Case report submission checklists</b>	Checklists to be completed by the provisional psychologist and the principal supervisor to ensure all criteria have been addressed in reports to be submitted to the Board.	Together with each case report and CSSF-76.
<b>CSAA-76</b> <b>CSAI-76</b> <b>Case report marking and feedback form</b>	For the Board's case report assessors to provide feedback to provisional psychologists on their case reports.	Does not need to be submitted.
<b>AGEN-76</b> <b>Application for general registration</b>	Apply for general registration.	When applying for general registration (after completing the internship and passing the national psychology exam).
<b>PPAC-76</b> <b>Final assessment of competence</b>	For the principal supervisor to report to the Board on the provisional psychologist's achievement of the eight core competencies at the end of the internship program.	Together with AGEN-76 when applying for general registration

## Appendix C: Policy on recency of qualifications for applicants for provisional registration in the 4+2 pathway

### Summary

Registration as a provisional psychologist in the 4+2 internship program pathway requires that the applicant has completed an accredited, four-year sequence of study in psychology in the last 10 years. If the accredited study was completed more than 10 years ago, a refresher training course must also be completed. This is consistent with university requirements for entry into postgraduate psychology courses in the 5+1 and higher degree pathways.

This policy sets out the refresher training requirements for applicants whose four-year sequence of study was completed more than 10 years ago.

### Delegation

Authority to make decisions on individual applications in accordance with this policy is delegated to the State and Territory Boards of the Psychology Board of Australia (the regional boards).

### Requirements

Applicants wishing to undertake the 4+2 internship program whose qualifications were completed more than 10 years ago should successfully complete refresher training before applying for provisional registration. Appropriate refresher training may consist of:

- an accredited fourth year qualification, or
- psychology qualifications completed overseas that are assessed by the Board as equivalent to an accredited fourth year qualification, or
- another course of study and training that the Board accepts as being suitable refresher training.

Applicants who complete another course of study and training will have their refresher training assessed on an individual basis to determine if it is suitable training and is comparable in content and level of depth to an accredited fourth year qualification.

Activities that may be acceptable include:

- university subjects offered by accredited educational institutions at a third year level or above

- professional development activities such as workshops, lectures, short courses, online modules, and self directed study (including reading and peer consultation)
- internship or other formal practical training program completed overseas for the purposes of professional registration or equivalent, or
- professional supervision with a psychology supervisor.

At a minimum, refresher training must include coverage of all the following topics:

- Core knowledge of the discipline** (i.e. knowledge of all core topics in the discipline as covered in undergraduate psychology programs)
- Research methods** (i.e. able to describe, apply and evaluate different research methods, and design and conduct psychological research to address psychological questions)
- Assessment and diagnosis** (i.e. knowledge and understanding of the construction, implementation and interpretation of the more widely used cognitive and personality assessments)
- Psychological intervention** (i.e. knowledge and understanding of the more widely used evidence based approaches to psychological intervention)
- Ethics** (i.e. including research ethics and professional ethics)
- Psychopathology** (i.e. classification and diagnosis of main psychopathologies, knowledge of the causes and treatments for emotional, social and developmental disorders)

### Process

Assessment of refresher training to determine suitability must be part of an application for provisional registration.

When applying for provisional registration to undertake the 4+2 internship program, applicants who have not completed an accredited fourth year qualification in the last 10 years must provide details of:

- all relevant qualifications

- relevant work history
  - membership of professional associations, and
  - relevant professional development activities completed since completing the psychology qualification.

Applicants who are seeking recognition of professional development activities must be able to provide sufficient evidence of completion and detail of content to enable the Board to make an assessment about the refresher training. Relevant documentation may include:

- academic transcripts
- course/unit outlines for subjects, courses, workshops etc completed
- certificates of completion/attendance
- professional development log/journal
- progress reports and log books for training programs, and
- supervision diary.

The Board will assess the evidence and either:

1. determine that sufficient refresher training has been completed, and if all other registration requirements are satisfied, will grant provisional registration to start the internship, or
2. determine that further refresher training is needed to become eligible for provisional registration and refuse the application.

When further refresher training is needed the Board will advise the topics that have not yet been sufficiently addressed. It is the responsibility of the applicant to source appropriate training opportunities.

## Appendix D: Policy for unsatisfactory supervision

Provisional psychologists undertaking the 4+2 internship program must meet the minimum supervision requirements of the General registration standard and as set out in these guidelines during the internship program in order to become eligible to apply for general registration.

The guidelines state that all provisional psychologists undertaking the 4+2 internship must receive at least one hour of supervision per 17 hours of supervised practice with the necessary supervision hours delivered frequently throughout the internship. Additionally, at least 100 hours of the total supervision must be individual supervision and the remainder may be group supervision, other supervision, or additional individual supervision with the principal or secondary supervisor(s).

Secondary supervisors may not provide more than half (80 hours) of the total supervision for the internship unless an exception has been granted because of exceptional circumstances.

If supervision is not provided at an average rate of one hour of supervision for every 17 hours of psychological practice and/or is not provided frequently (usually at least fortnightly) for the duration of the internship, the Board may:

- request an explanation from the principal supervisor and the provisional psychologist, and/or
- require the supervision to be made up in a specified time period, and/or
- not recognise all or part of the internship hours for the period during which supervision was inadequate, and/or
- consider revoking the principal supervisor's Board-approved supervisor status and/or take other disciplinary action, if there is evidence of a significant failure on the part of the supervisor to adhere to their responsibilities as a supervisor.

When supervision hours do not meet the frequency requirements during a six-month reporting period, the provisional psychologist may need to make up the supervision hours in the next reporting period. Otherwise, the placement, supervision and professional development hours for the reporting period may not be accepted and may need to be repeated.

The Board reserves the right to vary the application of this policy to take individual circumstances into consideration.

## Appendix E: Case report requirements

Case reports provide examples of psychological work completed under supervision, and the written case reports allow the provisional psychologist to demonstrate skills, psychological reasoning and critical reflection. Case reports are based on a different presenting problem and reflect work with actual clients.

There are two types of case reports:

1. Assessment case reports
2. Intervention case reports

The marking criteria for both types of case reports that will be used by the supervisor and by the Board is set out below.

Supervisors and provisional psychologists should also refer to the case report submission checklists (available on the website).

Supervisors must complete the relevant case report submission checklist with the provisional psychologist before submission. The checklists provide guidance about the components expected by the Board to be covered in a case report. A total of four case reports must be submitted to the Board for review. Case reports that are submitted to the Board are reviewed against the general requirements and specific requirements set out below. The provisional psychologist will be provided with written feedback where appropriate, a numerical overall global rating, and an overall assessment of the case report as either satisfactory or unsatisfactory. The Board's policy for unsatisfactory case reports is included at Appendix F.

### Format of case reports

Case reports are to be written with the following headings explicitly included in the case report:

#### Assessment case reports:

##### A. Background

- Reason for referral
- Presenting problem
- Relevant history

##### B. Assessment

- Preliminary assessment of symptoms and risk
- Observations at interview
- Assessment findings

##### C. Analysis and Diagnosis

- Formulation
- Discussion of evidence-based theories
- Diagnosis

##### D. Recommendation

##### E. Evaluation and Reflection

- Evaluation of assessment process
- Personal reflection on case report

##### F. Reference List

#### Intervention case reports:

##### A. Background

- Reason for referral
- Presenting problem
- Relevant history

##### B. Assessment

- Preliminary assessment of symptoms and risk
- Observations at interview
- Assessment findings

##### C. Analysis and Diagnosis

- Formulation
- Discussion of evidence-based theories
- Diagnosis

##### D. Plan and Implementation

- Intervention plan
- Implementation of intervention

##### E. Evaluation and Reflection

- Evaluation of intervention outcome
- Personal reflection on case report

##### F. Reference List



## Case report requirements

### General requirements

Case reports must meet the following general requirements:

- demonstrate sufficient diversity in client groups, presenting problems and intervention methods to reflect depth and breadth of training, skills and knowledge
- demonstrate understanding of and adherence to ethical and professional standards
- demonstrate that the provisional psychologist operates within their competencies, referring clients to another health practitioner as necessary and managing potential role conflicts
- contain clear and succinct written expression, without significant grammatical or spelling mistakes, using psychological terminology correctly
- typed in prose format, using a professional standard of English language
- approximately 2,500 words long, (recommended minimum of at least 2,000 words and strictly no more than 2,750 words)
- be based entirely on the provisional psychologist's own work, including the delivery of assessments and interventions
- written by the provisional psychologist with instructive feedback and guidance from the supervisor
- co-signed by the supervisor, and
- demonstrate that the provisional psychologist is developing the competencies to practise independently.
- English expression is so poor or spelling and grammatical errors are so frequent that evaluation is not possible and discussion does not use a prose writing style (for example, an overuse of dot-points, tables and incomplete sentences)
- the case report does not follow the Board's format and/or is missing necessary information
- the case report has evidence of plagiarism, whether deliberate or unintentional
- where indicated, risk assessment and management is absent or poorly performed, potentially leaving clients at risk
- psychological tests and instruments are inappropriately selected, administered, interpreted or reported
- the intervention used is evidently contraindicated in the widely available literature
- the case report suggests unethical, harmful and/or illegal practice has occurred
- one or more sections of the case report fails to coherently integrate information to reach a logical conclusion that is essential in the assessment, diagnosis and/or treatment/intervention of the client
- it is evident that there has been no appropriate modification in psychological practice in the context of working with diverse groups of people
- diagnostic terminology is incorrectly used (e.g. making a diagnosis of 'stress' instead of 'generalised anxiety disorder') and not consistent with a diagnostic system, and
- the self-reflection section does not demonstrate critical self-appraisal of professional practice as it relates to the handling of the case.

### Critical errors

In addition to assessing the content of the specific criteria for case reports addressed under the headings A-F, case reports that are submitted to the Board for review are likely to be immediately graded as unsatisfactory if they contain any one of the following significant deficits:

The supervisor/s may, at their discretion, accept re-writing of case reports which contain errors with the writing up of the case (for example, it is poorly written or does not follow the Board's format) but where the provisional psychologist's handling of the case itself was satisfactory.

Case reports meeting *Core competency 3: Psychological assessment and measurement* must meet the following specific requirements:

Report section heading	Section subheading	Content to be covered
<b>A. Background</b>	<b>Reason for referral</b>	<ul style="list-style-type: none"> <li>States the reasons for the referral, referral source and context of referral</li> <li>States the number of sessions and dates of client contact</li> </ul>
	<b>Presenting problem</b>	<ul style="list-style-type: none"> <li>Identifies and describes the presenting problems and symptoms (mood, affect, cognition, behaviour) or organisational issues in sufficient detail to support the development of a formulation and diagnosis</li> </ul>
	<b>Relevant history</b>	<ul style="list-style-type: none"> <li>Includes relevant demographic details</li> <li>Identifies relevant background information (client or organisational history)</li> </ul>
<b>B. Assessment</b>	<b>Preliminary assessment of symptoms and risk</b>	<ul style="list-style-type: none"> <li>Includes information about the client's current symptoms or issues at presentation</li> <li>Risk factors are discussed or assessed and the report states how any identified risks were managed (if indicated)</li> </ul>
	<b>Observations at interview</b>	<ul style="list-style-type: none"> <li>Describes the client's presentation at interview, behavioural observations, demeanour, current mental state</li> </ul>
	<b>Assessment findings</b>	<ul style="list-style-type: none"> <li>Describes assessment methods and any appropriate tests or instruments that have been selected for assessment (including the edition number and abbreviation where relevant)</li> <li>Provides a brief rationale for the assessment method and tests used</li> <li>Assessment methods and tests have been used and interpreted appropriately</li> <li>Includes a summary of results and correctly integrates this information in the context of the overall assessment</li> </ul>
<b>C. Analysis and diagnosis</b>	<b>Formulation</b>	<ul style="list-style-type: none"> <li>Identifies the predisposing vulnerabilities, precipitating (triggers), perpetuating (maintaining) and protective factors</li> <li>Develops a case formulation integrating factors that account for the client's presenting problem or target behaviour</li> </ul>
	<b>Discussion of evidence-based theories</b>	<ul style="list-style-type: none"> <li>Discusses relevant evidence-based theories and models, including how these inform diagnosis, formulation and intervention delivery</li> </ul>
	<b>Diagnosis</b>	<ul style="list-style-type: none"> <li>Provides formal diagnosis using standard diagnostic/classification systems relevant to the area of practice (organisational diagnoses must be based on psychological tools and processes)</li> <li>Includes discussion about whether symptoms meet all diagnostic criteria using examples from the client's presentation (or organisational diagnosis must be justified); if a diagnostic classification system is used, the intern must demonstrate their ability to establish whether each of the diagnostic criteria for each of these have been met; if a diagnostic classification system is not employed, the intern must indicate which system or framework is being used and justify how the diagnosis has been derived</li> <li>Explores differential diagnoses providing reasons for inclusion or exclusion</li> <li>If a formal diagnosis is not made, provide reasons for this decision.</li> </ul>

Report section heading	Section subheading	Content to be covered
<b>D. Recommendation</b>		<ul style="list-style-type: none"> <li>Suggests possible courses of future evidence-based interventions and plans which are realistic given the experience of the provisional psychologist, the complexity of the issues, and the number of sessions available for treatment</li> </ul>
<b>E. Evaluation and reflection</b>	<b>Evaluation of assessment process</b>	<ul style="list-style-type: none"> <li>Provides discussion on the validity and reliability of the assessment process and results</li> </ul>
	<b>Personal reflection on case report</b>	<ul style="list-style-type: none"> <li>Provides a personal reflection on the case, including lessons learnt and how practice might be modified in light of the experience</li> </ul>
<b>F. Reference list</b>		<ul style="list-style-type: none"> <li>Reference list provided in American Psychological Association (APA) format, including references to psychological tests and instruments used</li> </ul>

Case reports meeting *Core competency 4: Intervention strategies* must meet the following specific requirements:

Report section heading	Section subheading	Content to be covered
<b>A. Background</b>	<b>Reason for referral</b>	<ul style="list-style-type: none"> <li>States the reasons for the referral, referral source and context of referral</li> <li>States the number of sessions and dates of client contact</li> </ul>
	<b>Presenting problem</b>	<ul style="list-style-type: none"> <li>Identifies and describes the presenting problems and symptoms (mood, affect, cognition, behaviour) or organisational issues in sufficient detail to support the development of a formulation and diagnosis</li> </ul>
	<b>Relevant history</b>	<ul style="list-style-type: none"> <li>Includes relevant demographic details</li> <li>Identifies relevant background information (client or organisational history)</li> </ul>
<b>B. Assessment</b>	<b>Preliminary assessment of symptoms and risk</b>	<ul style="list-style-type: none"> <li>Includes information about the client's current symptoms or issues at presentation</li> <li>Risk factors are discussed or assessed and the report states how any identified risks are managed (if indicated)</li> </ul>
	<b>Observations at interview</b>	<ul style="list-style-type: none"> <li>Describes the client's presentation at interview, behavioural observations, demeanour, current mental state</li> </ul>
	<b>Assessment findings</b>	<ul style="list-style-type: none"> <li>Describes assessment methods and any appropriate tests or instruments that have been selected for assessment (including the edition number and abbreviation where relevant)</li> <li>Provides a brief rationale for the assessment method and tests used</li> <li>Assessment methods and tests have been used and interpreted appropriately</li> <li>Includes a summary of results and correctly integrates this information in the context of the overall assessment</li> </ul>

Report section heading	Section subheading	Content to be covered
<b>C. Analysis and diagnosis</b>	<b>Formulation</b>	<ul style="list-style-type: none"> <li>Identifies the predisposing vulnerabilities, precipitating (triggers), perpetuating (maintaining) and protective factors</li> <li>Develops a case formulation integrating factors that account for the client's presenting problem or target behaviour</li> </ul>
	<b>Discussion of evidence-based theories</b>	<ul style="list-style-type: none"> <li>Discusses relevant evidence-based theories and models, including how these inform diagnosis, formulation and intervention delivery</li> </ul>
	<b>Diagnosis</b>	<ul style="list-style-type: none"> <li>Provides formal diagnosis using standard diagnostic/classification systems relevant to the area of practice (organisational diagnoses must be based on psychological tools and processes)</li> <li>Includes discussion about whether symptoms meet all diagnostic criteria using examples from the client's presentation (or organisational diagnosis must be justified); if a diagnostic classification system is used, the intern must demonstrate their ability to establish whether each of the diagnostic criteria for each of these have been met; if a diagnostic classification system is not employed, the intern must indicate which system or framework is being used and justify how the diagnosis has been derived</li> <li>Explores differential diagnoses providing reasons for inclusion or exclusion</li> </ul>
<b>D. Plan and implementation</b>	<b>Intervention plan</b>	<ul style="list-style-type: none"> <li>Provides a brief outline of a proposed intervention plan showing clear and specific treatment goals; specific intervention strategies that will be used for achieving these goals/targets and plans for managing risk factors if these are indicated</li> <li>Ensures that plans are clearly linked with the diagnosis and formulation and relevant evidence-based theories are discussed</li> <li>Ensures that the proposed plan is realistic given the experience of the provisional psychologist, the complexity of the issues and the number of sessions available for treatment</li> </ul>
	<b>Implementation of intervention</b>	<ul style="list-style-type: none"> <li>Demonstrates that the delivery of the intervention is consistent with the plan</li> <li>Provides a succinct summary of the intervention process that demonstrates intervention skills in implementing the plan</li> <li>Provides specific examples of how the intervention was applied to demonstrate the provisional psychologist's skill.</li> </ul>
<b>E. Evaluation and reflection</b>	<b>Evaluation of intervention outcome</b>	<ul style="list-style-type: none"> <li>Describes methods used to evaluate the effectiveness of the intervention</li> <li>Evaluates the outcome or effectiveness of the intervention and any specific changes in presenting symptoms or organisation performance</li> </ul>
	<b>Personal reflection on case report</b>	<ul style="list-style-type: none"> <li>Includes a brief discussion of the strengths and weaknesses of the intervention</li> <li>Provides a reflection on the case, including lessons learnt and how practice might be modified in light of the experience</li> <li>Provides a reflection on the likely prognosis of the client and the need for any follow-up sessions and/or referral to another health professional or service</li> </ul>
<b>F. Reference list</b>		<ul style="list-style-type: none"> <li>Reference list provided in American Psychological Association (APA) format, including references to psychological tests and instruments, intervention manuals, and published outcome trials supporting approach.</li> </ul>

## Appendix F: Policy for unsatisfactory case reports

In the 4+2 internship program, provisional psychologists must complete eight case reports that are assessed by their supervisor/s as satisfactorily meeting the case report requirements in Appendix E and reflecting appropriate development and achievement of the core competencies.

Four of the eight satisfactory case reports must then be submitted to the Board for moderation and review. If any or all of these four case reports do not meet these requirements, further case reports will be needed.

When unsatisfactory case reports are submitted, the Board will follow the policies and procedures outlined below.

1. If one or more of the submitted case reports are assessed as unsatisfactory, the provisional psychologist must submit a further case report from their pool of eight for each report that is unsatisfactory.
2. Revision and re-submission to the Board of the same unsatisfactory case report is not allowed – only new case reports will be accepted. When a case report is unsatisfactory, the Board assessor will provide sufficient comment on the case report feedback sheet to explain why it is unsatisfactory which allows the provisional psychologist and supervisor to address the issues in the new case report.
3. If all eight case reports are submitted and less than four of them are satisfactory, the Board will review the matter and may decide, one or more of the following:
  - a. the provisional psychologist must complete further case reports and submit them to the Board for assessment, and/or
  - b. the provisional psychologist must complete an additional period of supervised practice of up to 770 hours (35 hours x 22 weeks), or
  - c. to refuse an application to renew or continue provisional registration.
4. The provisional psychologist is not eligible to apply for general registration until the Board has reviewed four case reports as satisfactory and returned them to the provisional psychologist, and all other requirements for general registration are met.

A provisional psychologist who has completed everything but the case reports must continue the supervised practice program, including receiving frequent supervision at an average ratio of one hour for every 17 hours of supervised practice and submission of six-monthly progress reports, until the case report requirement is met.

The progress of the internship program will be assessed when the progress report or application to renew provisional registration is received, or when a new application for provisional registration is made under section 64(3) of the National Law. If the provisional psychologist is not making satisfactory progress towards achieving the case report requirement, the Board may choose not to grant registration or renew registration, or may place conditions on the practitioner's provisional registration.

The Board reserves the right to vary the application of this policy to take individual circumstances into consideration.