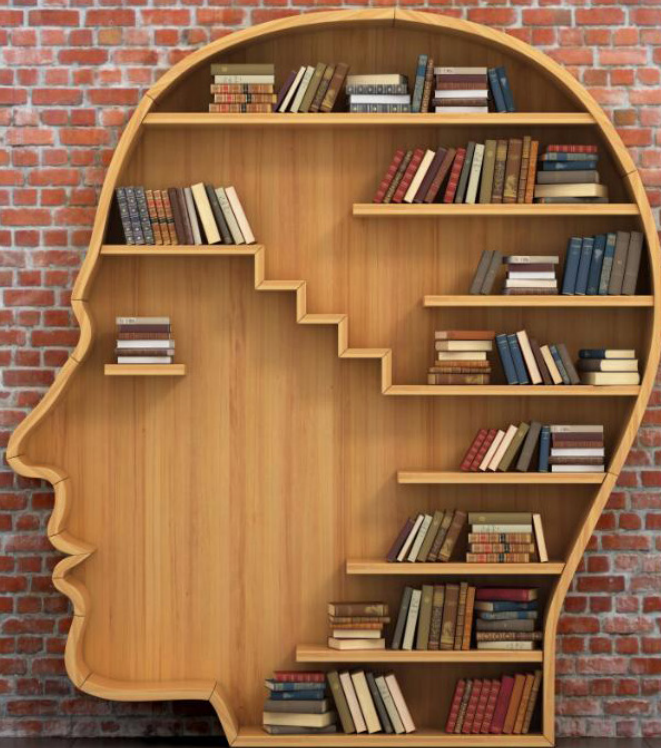


Postgraduate Diploma in
Clinical Psychology



Matai Hinengaro | Clinical Psychology



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

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

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

The University of Canterbury pioneered clinical psychology training in New Zealand with the establishment of the first Postgraduate Diploma in Clinical Psychology programme in 1962. This was a significant innovation at the time within the Asia Pacific region, with clinical psychology training not commencing in Australia until 1970.

In November 2022, Matai Hinengaro | Clinical Psychology celebrated 60 years of clinical psychology training. Graduates of the programme from as far back as the 1960's attended the celebrations.

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

Graduates of the Postgraduate Diploma in Clinical Psychology are eligible for registration with Te Poari Kaimātai Hinengaro o Aotearoa | The New Zealand Psychologists Board as registered Clinical Psychologists and are able to work all around Aotearoa | New Zealand in that scope.

A review of the Clinical Psychology programme in 2021/2022 noted that:

“The link with supervisors and the clinical community was a strength of the programme.”



Clinical Psychology programme 60th Birthday Celebrations, November 2022

General Programme Goals and Philosophy of Education

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

There are parallels between the practice of science and psychological assessment. The scientist attempts to detect and then to explain the occurrence of phenomena, and to this latter end develops models or theories. These explanations describe the causal mechanisms and processes that generate the phenomena, and enable predictions to be made concerning their future occurrence. Similarly, in psychological assessment, clinicians attempt to collect data systematically that enables them to identify a client's difficulties and their causes. The result of this process is the development of a conceptual model representing the client's various complaints and their relationship(s) to each other. Like science, the process of psychological assessment can be construed in part as systematic inquiry into a client's problems and their interrelationships.

The aim of the University of Canterbury Mata Hinengaro | Clinical Psychology programme is to provide a comprehensive integration of academic and practical work, and produce generalists rather than specialists. There is a need for graduates to continue their education after the Diploma examination, particularly if a specialist area of practice is chosen. The programme does allow for an emphasis in criminal justice psychology. The programme is described in more detail from page 17.



The Clinical Psychology programme is committed to the UC values of:

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

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

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

Mission Statement

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

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

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

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

Te Pokapū Mātai Hinengaro The Psychology Centre

Te Pokapū Mātai Hinengaro | The Psychology Centre is the training clinic for the Clinical Psychology Programme at UC. Located on the UC Ilam campus in Christchurch the clinic offers students an opportunity to participate in a wide range of psychological assessments and treatments as part of their practicum placements in the first and second years of clinical training. The clinic is staffed by senior clinical psychologists who model practice, coach clinical skills, and supervise students, assisting them to obtain a good grounding in the basics of clinical practice before they move out into community placements. The Centre's goals are:

- To provide a high quality psychological service to our clients.
- To provide a high standard of teaching to the Clinical Psychology students who train within the Centre.
- To be fully committed to treaty partnership practice and offer Te Ao Māori models of health.

To provide clients with a high level of service, they work hard to:

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

Matai Hinengaro | Clinical Psychology Training

Admission Requirements

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

- a. been credited with PSYC335 *Introduction to Clinical Psychology* or PSYC379 *Introduction to Psychopathology* (or an equivalent course) and an approved 400 or 600-level course in research methods (e.g. PSYC460 *Advanced Research Methods and Statistics*);
- b. been accepted as a student by the Amo Matua, Pūtaiao | Executive Dean of Science or delegate, following an interview and review of application materials;
- c. as a minimum academic requirement, have fulfilled the requirements for the BA(Hons), or Master of Arts (Part I), or BSc(Hons), or Master of Science (Part I) – all of which must be in a discipline of Psychology from a New Zealand university, or an equivalent qualification acceptable to the University and approved by the Head of School.
- d. A student for whom English is a second language must provide evidence of IELTS (Academic) 7.5 with no score less than 7.0 or equivalent.

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

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

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

Regulations

Please ensure that you read and understand the programme regulations published annually in the Maramataka | Calendar, available on the UC website <https://www.canterbury.ac.nz/regulations/uc-calendar-archive/>. The 2025 regulations are included on pages 14-16 of this document.

Application

Application information is available on the website or can be requested by e-mail to clinicalpsychology@canterbury.ac.nz. Information should be requested well in advance of the application closing date.

The closing date for applications is published on our website. Typically it falls around 20 September of the year preceding entry.

Applicants who gained their academic qualifications at a tertiary institution which is not a university in New Zealand must first meet the criteria for admission to the University of Canterbury before applying.

For further information on eligibility, how to enrol for both international and domestic students, please see www.canterbury.ac.nz/study.

Selection for the clinical programme is competitive. Typically, 26 people are selected from a total of more than 90 applicants a year. The main criteria for selection are academic merit, letters of recommendation, research interests and experience, clinical experience (broadly defined), cultural competence/sensitivity, and the goodness-of-fit (a match between training goals and interests and those of the programme). These criteria pertain to the

short listing process.

Applicants who are short listed will be asked to a selection day which includes interviews with members of the clinical staff and representatives of Ara Poutama Aotearoa | Department of Corrections, Purapura Whetu Trust and Te Whatu Ora | Health New Zealand Waitaha Canterbury, or other psychologists from the community, the outcome of which will also inform subsequent selection.

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

Applicants will be short listed during October on the basis of the information provided. The short listed applicants will be interviewed during November. Short listed applications will be notified of the outcome in late November/early December when University examination results are released.

Scholarships, Grants and Awards

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

Special Consideration

Detailed information on the Special Consideration process (previously Aegrotat) is available on the examinations website: www.canterbury.ac.nz/study/special-consideration/. Due to the professional training nature of this programme, the range of remedies may be more limited. This includes the Comprehensive and Diploma examinations.

StudyLink Information

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

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

Leave

Any leave of absence will need to be approved in advance by the Director of Clinical Training. Extended absences beyond one year will only be approved in exceptional circumstances and return to the programme will require a demonstration of competence to the satisfaction of the Director of Clinical Training.

Legibility

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

- You may answer in Māori provided you have made prior arrangements otherwise answer in English and write in ink unless the exam gives other instructions.
- Write clearly; illegible answers will not be marked.
- Start a new page for each question and take care to identify each answer clearly with:
 - the number of the question
 - where appropriate, the part you are answering.
- Do not copy out the question.
- Do not tear any pages out of the answer book.

- Rough working may be done in the answer book, or you may request extra sheets from the invigilator. Clearly cross out rough working before handing in your answer book.
- Tie all extra sheets including rough working into the answer book at the end of the examination.
- Conviction of any criminal offense.
- Plagiarism, cheating in assessments/exams, falsifying data, or any form of academic or clinical deception and dishonesty.
- Failure of required courses, or two failures on the Comprehensive exam, or three failures across the Diploma Exams (the assessment and treatment exams collectively).

Termination

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

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

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

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

- Any breach of the Code of Ethics For Psychologists Working in Aotearoa/New Zealand.
- Working with clients without supervision.
- Unsafe, unethical or unprofessional behaviour.
- Breaches of professional conduct and practice.
- An inappropriate relationship with a client.
- Expressions of serious cultural, religious, or lifestyle intolerance.

Instances identified by programme staff or other relevant parties as applicable for termination will be considered on a case-by-case basis by the Director of Clinical Training. The Director may consult with the parties concerned or other agencies in reaching their recommendation. In some instances suspension from the programme might be necessary while the Director considers their recommendation.

The Director's final recommendation will be delivered to the Amo Matua, Pūtaiao | Executive Dean of Science or their delegate for appropriate action.

It is the right and responsibility of programme staff to inform a student of anything which affects their ability to provide best care to clients and explore the possibility that this is not the right field for them.

Programme staff may suggest that students seek outside counselling and/or therapy, but this is never mandated or a formal requirement of the programme.

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

Professional Development

It is our aim to ensure your success in training as a clinical psychologist. To facilitate this;

There is a welcome and orientation for the new intake of students at commencement of the programme.

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

Student representatives for each year cohort attend clinical staff meetings, usually held on a monthly basis.

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

Note that clinical programme staff and supervisors are required to inform Te Poari Kaimātai Hinengaro o Aotearoa | The New Zealand Psychologists Board if there are concerns about a clinical student's fitness to practice. For this reason it is important that you raise any problems you may be experiencing with us early so that we can help facilitate appropriate assistance and support for you. We try to respond to all concerns with integrity and respect.

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

Professional Practice

We expect students to behave professionally at all times.

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

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

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

to the specific notes contained within it, can be considered reflective of the quality of services provided to the client.

Do not store a case note or any document related to a client on a computer that is accessible by others outside of Te Pokapū Mātai Hinengaro| The Psychology Centre (e.g., the computers in computer laboratories or in the library). If you intend to use a personal computer, make sure all identifying information is deleted from the hard drive and/or any form of external data storage devices, such as USB drives etc., at all times when these materials are taken from the practicum site. You should not use a personal computer to complete your placement or internship work, a computer should be made available for you to use at your placement site. Because of privacy issues, you should not take any client files home with you in order to complete a report.

Communication

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

The most efficient way of communicating with programme staff is via email or through class representatives. Staff will endeavour to respond promptly. A general rule is that queries relating to placements/internships should be directed to the Clinical Educator who coordinates student placements. For queries of an academic nature or related to your performance or progress in the programme direct these to the relevant course coordinator or to the Director of Clinical Training. If there are issues concerning the programme, please bring these directly to us, we do listen and will do all we can to address student concerns.

Cultural Experiences and Training

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

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

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

Reflective Practice Groups

During the second year students will engage in reflective practice groups, which provide an opportunity to explore their development as a clinical psychologist in training and the impact of the work with clients. This is a compulsory part of a students training and demonstrates the importance of being a reflective practitioner, and developing reflective skills.

Structure of the Programme

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

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

The required courses in Year 1 consist of:

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

PSYC641, PSYC642 & PSYC643 must be completed concurrently.

Year 2 consists of:

- PSYC 651 *Psychotherapeutic Methods (0.25EFTS)* - Psychotherapy models and practice
- PSYC 653 *Year 2 Practicum (0.25EFTS)* - Placement 2 days per week; terms 1-2 The Psychology Centre; terms 3-4 community placement
- PSYC 654 *Comprehensive Exam in Clinical Psychology (0.10EFTS)* - Examination on

conceptual and integrative knowledge related to clinical psychology

- Part-time research component (Master's or PhD thesis).

PSYC651, PSYC653 & PSYC654 must be completed concurrently.

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

- PSYC 661 *Advanced Topics in Clinical Psychology I (0.25EFTS)* - builds on psychopathology assessment, and professional practice.
- PSYC 662 *Advanced Topics in Clinical Psychology II (0.25EFTS)* - builds on psychological intervention.
- PSYC 670 *Internship in Clinical Psychology (0.50EFTS)* (or part-time options PSYC 671 and PSYC 672). -Internships. After the completion of each Internship, students sit a practical examination for the Diploma.

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

Options 2-4 take a minimum of 3-4 years and students graduate with a PhD and the Diploma. Students planning on pursuing PhD options must seek permission from the Director of Clinical Training to concurrently enrol in the PGDipClinPsyc courses and a PhD. A student completing a PhD can only enrol in PSYC671 & PSYC672 and their PhD part-time, extending Year 3 over 2+ years.

In order to registered as a Clinical Psychologist with Te Poari Kaimātai Hinengaro o Aotearoa | The New Zealand Psychologists Board graduates must hold the minimum of a Masters degree in Psychology. A student completing a PhD who does not hold this minimum requirement must submit their PhD Thesis prior to commencing their last internship.

8 Table 1: Masters followed by the Diploma

	Pre-entry	Year 1	Year 2	Year 3
Academic	Normally, 3 year undergraduate degree (incl. PSYC 335 or 379) PLUS completion of either BSc/BA (Hons) or Part I MA/ MSc in Psychology including an approved 400/600-level research methods paper (or equiv). See <i>Entry Requirements</i> section.	PSYC 641 Advanced Psychopathology (0.25 EFTS) PSYC 642 Psychometric Assessment Methods (0.15 EFTS)	PSYC 651 Psychotherapeutic Methods (0.25 EFTS) PSYC 654 Comprehensive Exam in Clinical Psychology (0.10 EFTS)	PSYC 661 Advanced Topics in Clinical Psychology I (0.25 EFTS) PSYC 662 Advanced Topics in Clinical Psychology II (0.25 EFTS)
Research	Beginning to consider thesis topics. For those completing a BSc(Hons), a research project	Starting MA/MSc thesis part-time (0.65 EFTS)	Completing MA/MSc thesis part-time (0.65 EFTS)	MA/MSc requirements complete
Clinical Training	Clinical, or clinically-related experience (volunteer or paid) work in the community	PSYC 643 Year 1 Practicum (0.20 EFTS)	PSYC 653 Year 2 Practicum (0.25 EFTS)	PSYC 670 Internship in Clinical Psychology (0.50 EFTS)
Total Course Weighting (EFTS)		1.25 EFTS	1.25 EFTS	1.0 EFTS
Possible extra 6-12 months to complete Masters degree * Refer to programme regulations: Timelimits apply				

* Optional additional clinical work at The Psychology Centre to maintain clinical skills by negotiation.

Table 2: Enter Year 1 with Masters completed, progress to complete a part-time PhD/Diploma

	Pre-entry	Year 1	Year 2	Year 3	Year 4
Academic	Normally 3 year undergraduate degree (incl. PSYC 335 or 379) PLUS completion of either BSc/BA (Hons) or Part I MA/ MSc in Psychology including an approved 400/600-level research methods paper (or equiv.). See <i>Entry Requirements</i> section.	PSYC 641 Advanced Psychopathology (0.25 EFTS) PSYC 642 Psychometric Assessment Methods (0.15 EFTS)	PSYC 651 Psychotherapeutic Methods (0.25 EFTS) PSYC 654 Comprehensive Exam in Clinical Psychology (0.10 EFTS)	PSYC 661 Advanced Topics in Clinical Psychology I (0.25 EFTS)	PSYC 662 Advanced Topics in Clinical Psychology II (0.25 EFTS)
Research	Completing MA/MSc thesis. For those completed BSc(Hons), a research project.	Starting PhD part-time for those who have completed a Masters degree or BSc(Hons) (0.65 EFTS)	Continuing with PhD part-time (0.65 EFTS)	Continuing with PhD part-time (0.65 EFTS)	Part-time PhD (0.65 EFTS) Must be completed before second internship begins.
Clinical Training	Clinical, or clinically-related experience (volunteer or paid) work in the community	PSYC 643 Year 1 Practicum (0.20 EFTS)	PSYC 653 Year 2 Practicum (0.25 EFTS)	PSYC 671 Internship in Clinical Psychology part-time (0.25 EFTS)	PSYC 672 Internship in Clinical Psychology part-time (0.25 EFTS) Diploma exam once PhD submitted and internship complete.
Total Course Weighting (EFTS)		1.25 EFTS	1.25 EFTS	1.4 EFTS	1.4 EFTS
<i>Possible extra 1-2 years if progress of PhD is not satisfactory* Students must gain approval by the Director of Clinical Training, Dean of Postgraduate Studies and HOD to enrol concurrently in PhD part-time and PSYC 670 or PSYC 671/672. Refer to programme regulations. Timelimits apply.</i>					

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

Table 3: Upgrade from MA/MSc to complete part-time PhD/Diploma

	Pre-entry	Year 1	Year 2	Year 3	Year 4
Academic	Normally 3 year undergraduate degree (incl. PSYC 335 or 379) PLUS completion of either BSc/BA (Hons) or Part I MA/MSc in Psychology including an approved 400/600-level research methods paper (or equiv.). See Entry Requirements section.	PSYC 641 Advanced Psychopathology (0.25 EFTS) PSYC 642 Psychometric Assessment Methods (0.15 EFTS)	PSYC 651 Psychotherapeutic Methods (0.25 EFTS) PSYC 654 Comprehensive Exam in Clinical Psychology (0.10 EFTS)	PSYC 661 Advanced Topics in Clinical Psychology I (0.25 EFTS)	PSYC 662 Advanced Topics in Clinical Psychology II (0.25 EFTS)
Research	Completing MA/MSc thesis. For those completed BSc(Hons), a research project.	Starting MA/MSc thesis part-time (0.65 EFTS)	Upgrade to a PhD part-time (0.65 EFTS)	Continuing with PhD part-time (0.65 EFTS)	Part-time PhD (0.65 EFTS) Must be completed before second internship begins.
Clinical Training	Clinical, or clinically-related experience (volunteer or paid) work in the community	PSYC 643 Year 1 Practicum (0.20 EFTS)	PSYC 653 Year 2 Practicum (0.25 EFTS)	PSYC 671 Internship in Clinical Psychology part-time (0.25 EFTS)	PSYC 672 Internship in Clinical Psychology part-time (0.25 EFTS) Diploma exam once PhD submitted and internship complete.
Total Course Weighting (EFTS)		1.25 EFTS	1.25 EFTS	1.4 EFTS	1.4 EFTS
<i>Possible extra 1-2 years if progress of PhD is not satisfactory* Students must gain approval by the Director of Clinical Training, Dean of Postgraduate Studies and HOD to enrol concurrently in PhD part-time and PSYC 670 or PSYC 671/672 Refer to programme regulations. Timelimits apply.</i>					

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

Table 4: Upgrading to a PhD but completing the PhD prior to beginning internship and Diploma

	Pre-entry	Year 1	Year 2	Year 3
Academic	Normally, 3 year undergraduate degree (incl. PSYC 335 or 379) PLUS completion of either BSc/BA (Hons) or Part I MA/ MSc in Psychology including an approved 400/600-level research methods paper (or equiv). See <i>Entry Requirements</i> section.	<p>PSYC 641 Advanced Psychopathology (0.25 EFTS)</p> <p>PSYC 642 Psychometric Assessment Methods (0.15 EFTS)</p>	<p>PSYC 651 Psychotherapeutic Methods (0.25 EFTS)</p> <p>PSYC 654 Comprehensive Exam in Clinical Psychology (0.10 EFTS)</p>	<p>PSYC 661 Advanced Topics in Clinical Psychology I (0.25 EFTS)</p> <p>PSYC 662 Advanced Topics in Clinical Psychology II (0.25 EFTS)</p>
Research	Beginning to consider thesis topics. For those completing a BSc(Hons), a research project	Starting MA/MSc thesis part-time (0.65 EFTS)	Upgrading to PhD part-time (0.65 EFTS)	MAY/MSc/PhD requirements complete
Clinical Training	Clinical, or clinically-related experience (volunteer or paid) work in the community	PSYC 643 Year 1 Practicum (0.20 EFTS)	PSYC 653 Year 2 Practicum (0.25 EFTS)	PSYC 670 Internship in Clinical Psychology (0.50 EFTS)
Total Course Weighting (EFTS)		1.25 EFTS	1.25 EFTS	1.0 EFTS

Possible extra 1-3 years to complete PhD*
Refer to programme regulations: Timelimits apply

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

Postgraduate Diploma in Clinical Psychology (PGDipClinPsyc – 264 points)

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

1. Version

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

2. Variations

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

3. The structure of the qualification

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

4. Admission to the qualification

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

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

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

5. Subjects

There are no majors or minors for this qualification.

6. Time limits

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

7. Transfers of credit, substitutions and cross-credits

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

8. Progression

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

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

Concurrent enrolment in an MA, MSc or PhD

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

9. Honours, Distinction and Merit

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

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

10. Exit and Upgrade Pathways to other Qualifications

There are no advancing or exit qualifications for this Diploma.

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

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

Group 1: Year 1: 0.6 EFTS

Course Code	Course Title	Pts	2025	Location	P/C/R/RP/EQ
PSYC641	Advanced Psychopathology	30	W	Campus	P: Subject to approval of the Head of Department.
PSYC642	Psychometric Assessment Methods	18	W	Campus	P: Subject to approval of the Head of Department.
PSYC643	Year 1 Practicum	24	W	Campus	P: Subject to approval of the Head of Department.

Group 2: Year 2: 0.6 EFTS

Course Code	Course Title	Pts	2025	Location	P/C/R/RP/EQ
PSYC651	Psychotherapeutic Methods	30	W	Campus	P: Subject to approval of the Head of Department.
PSYC653	Year 2 Practicum	30	X	Campus	P: Subject to approval of the Head of Department.
PSYC654	Comprehensive Exam in Clinical Psychology	12	W	Campus	P: Subject to approval of the Head of Department.

Group 2: Year 3: 1.0 EFTS

Course Code	Course Title	Pts	2025	Location	P/C/R/RP/EQ
PSYC661	Advanced Topics in Clinical Psychology I	30	W	Campus	P: (1) PSYC651, PSYC653, PSYC654 (2) Entry is subject to approval of the Head of Department.
PSYC662	Advanced Topics in Clinical Psychology II	30	W	Campus	P: (1) PSYC651, PSYC653, PSYC654 (2) Entry is subject to approval of the Head of Department.

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

Course Code	Course Title	Pts	2025	Location	P/C/R/RP/EQ
PSYC670	Internship in Clinical Psychology	60	A	Campus	P: PSYC651, PSYC653, PSYC654. Entry is subject to Head of Department approval. C: PSYC661, PSYC662.
PSYC671	Internship in Clinical Psychology A - Part-time	30	A	Campus	P: (1) PSYC651, PSYC653, PSYC654 (2) Entry is subject to approval of the Head of Department C: PSYC661, PSYC662 R: PSYC670
PSYC672	Internship in Clinical Psychology B - Part-time	30	A	Campus	P: PSYC651, PSYC653, PSYC654, PSYC671 C: PSYC661, PSYC662 R: PSYC670

Overview of the Programme

This section is based on the 2024 course outlines, and is subject to change.

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

Clinical Year 1

PSYC641 Advanced Psychopathology

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

- description (which includes classification, epidemiology, etc.);
- etiology;
- assessment;
- intervention;
- prevention.

In this course, we will generally focus most on the first two categories, some on the third and less on the fourth and fifth. Other papers in the clinical psychology programme (PSYC 642 and PSYC 651) focus on the third and fourth categories, respectively. The primary objectives for this course are for you to:

- understand basic theoretical and methodological issues related to the study of psychopathology;
- be able to recognise, at a descriptive level, various forms of adult and child

psychopathology (i.e. what are the essential [diagnostic] features; what distinguishes one disorder from another); and

- learn and understand different theoretical and empirical perspectives on the etiology of psychopathology.

Assessment	Timing
Presentation	Term 3
Written Tests	End of Terms 2 & 4

- Presentation: Each student will give one in-class presentation. Each presentation should run for a maximum of 30 minutes (including time for questions) worth 30% of your grade.
- Examinations: There will be two tests, each at the end of a semester these amount to 70% of your grade..

Special Seminars: There may be special seminars arranged during the term/semester breaks.

PSYC642 Psychometric Assessment Methods

The objective of the course is to provide an introduction to the theory and practice of psychometric assessment in clinical practice. It is intended that as the course proceeds, you will become familiar with the more frequently used psychometric tests, be aware of the strengths and deficits of each test, be confident with the choosing of tests for different presenting problems, and competent in the administration, scoring and interpretation of the tests.

This course includes classes which are typically held on a Thursday or Friday and Labs typically scheduled on a Thursday.

Assessment	Timing
WAIS IV Pass-out	End of Term 1
Neuropsychological Assessment Test	End of Term 2
Class Participation - Presentation of a Test, Neuropathology Topic and a Paper Case	Term 1 and 3-4
Psychometric Oral Exam	End of Term 4

- **WAIS IV Pass-out:** This is a practical examination assessing your skill in administering, scoring and interpreting the WAIS IV. The WAIS IV has been chosen as it is one of the most frequently used psychometric tests both in terms of measuring general intellectual functioning and exploring neuropsychological functioning.
- **Neuropsychological Assessment Test:** This is a two hour open book test of all material covered in the first two terms. It is designed to explore your understanding of the core principles of IQ and neuropsychological testing and interpretation.
- **Class Participation: Presentation of a Test.** During semester one classes, each student will present a test (or part of a test) to the class. Each presentation should run for approximately 5 minutes. **Neuropathology Topic.** During the class on Brain Function, each student will present on the main neuropsychological findings of several key forms of neuropathology. **Paper Case Presentation.** During semester 2 each student will be given a paper case to prepare for the following class based on the psychometrics covered in class. The paper cases involve a 15 minute oral presentation by the student, followed by 5 minutes of questioning..
- **Psychometric Oral Exam:** The exam consists of an oral test based on a paper referral. The objective of the exam is to test the students ability to generate hypotheses and develop a psychometric assessment strategy.

PSYC643 Year 1 Practicum

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

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

Terms 2-4: Clinical work at The Psychology Centre. The practicum component of the course provides students with the opportunity to apply their knowledge within The Psychology Centre environment, undertaking assessment interviews, psychometric assessment, report writing as well as opportunities for observational learning.

The focus of the placement is on psychological assessment, with the placement offering students the opportunity to develop their interviewing and psychometric assessment skills. Students will engage in as much clinical case work as possible, including direct client work, observing their supervisor or other students completing clinical work, and writing clinical documents, such as case notes, letters, and reports.

It is expected that students will complete two assessments and be part of other work as required by their supervisor. For most students, this translates into being in the clinic on average for two day per week, however this may require some flexibility depending on the stage of placement.

Assessment	Timing
Placement Evaluation	Terms 3 & 4
Interview Exam	Term 4

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

forwarded to the supervisor of the second year placement.

- Interview Examination: A students interviewing and report writing skills will be assessed in a practical exam. Students will interview a “client” (usually a Clinical Psychologist from the community who will role-play a client) and write a report based on your interview The interview will be conducted in the clinic and will be video-recorded. The interview and report will be graded on a pass/fail basis (students have a maximum of three opportunities to pass).

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

Clinical Year 2

PSYC651 Psychotherapeutic Methods

This course provides students with an understanding of the conceptual foundations and practical application of cognitive and behavioural therapies for child, adolescent and adult disorders. The objectives of the course are:

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

Assessment	Timing
Oral Assessment	Term 1
In-class Presentation	Terms 2 & 3
Written Opinion Piece	Term 3
Motivational Interviewing Audio Assessment	Term 4

- The oral assessment tests students application of psychological mechanisms and models to clinical scenarios.
- The in-class student-led presentation requires student to prepare and deliver a presentation to the class on an assigned topic.
- Written opinion piece (800-1000 words) in the form of an opinion piece on a topic relevant to mental health and treatment in our community.
- Audio of Motivational Interviewing (MI) Students submit an audio of at least 20 minutes duration engaging in MI with a “client” who is considering changing their behaviour and is ambivalent about doing so.

PSYC653 Year 2 Practicum

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

Placements in year two offer the opportunity to further practice interviewing and psychometric skills that developed during the first year, and to gain intervention experience.

Expectations for the placements include observing clinical psychologists doing their job, gaining experience in conducting psychotherapy, and report writing. By the end of the course, students should be able to critically integrate assessment and intervention strategies in supervised clinical work to the satisfaction of both the field supervisors and the clinical lecturers.

Placements will comprise one Psychology Centre placement and one community placement.

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

- At mid-way and at the end of the placement, students will receive feedback from their primary supervisor, including completion of a formal CYPRS evaluation.
- Students are expected to keep a record of their experiences on placement and to submit these at the end of each placement
- Students must prepare one treatment report with attached literature review for each placement.

PSYC654 Comprehensive Exam in Clinical Psychology

There will be a Comprehensive Exam consisting of one 3-hour written paper, followed by a 30-minute oral exam that will concentrate on students

answers to the written paper, but may also cover any other relevant areas.

The written exam will consist of 12 short answer or essay questions and students are expected to pass 11 of these. These exams will draw upon all the material taught in PSYC335/379 and their clinical training to date, and will be graded on a pass/fail basis. Students can expect that all core areas will be covered, that is Child, Adolescent, and Family; Adult; Criminal justice/Forensic.

Note that the standard set for a PASS is similar to that set in the Diploma exam; that is, the examiners are assessing academic competency across a wide area of study and determine a PASS for each question based on this criterion. It is not possible to pass this exam based on an aegrotat consideration. Following the exam, students will be given specific feedback on their performance and areas for continued study over the next year.

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

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

(PSYC 661/662/670: Diploma in Clinical Psychology).

Clinical Year 3 (or 3-4)

PSYC661 Advanced Topics in Clinical Psychology I

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

The objectives of the course are to:

- Increase specialist knowledge of areas of clinical psychology that have not been addressed more fully in the programme and which require more foundational knowledge
- Develop more sophisticated assessment knowledge and skills regarding culture and diversity, and ethical issues. This includes deepening competency in working with Māori delivered through a 2-day workshop. By the end of the course, students will have more knowledge regarding specific specialist areas in clinical psychological, will have a greater understanding of cultural, social and ethical factors impacting on psychological presentation and will have a more integrate knowledge of assessment and practice.

By the end of the course, students will have more knowledge regarding specific specialist areas in clinical psychological, will have a greater understanding of cultural, social and ethical factors impacting on psychological presentation and will have a more integrate knowledge of assessment and practice. Topics will include:

- ethics and professional issues
- working with specific disorders (e.g., psychosis)
- cultural and diversity issues

Assessment	Timing
Working with Māori Oral Assessment	End of Term 1
Oral Assessment	End of Term 2

The assessment for the course is two oral paper

cases. The purpose of the paper cases is to expose students to one of the examination processes of the Diploma exam.

The purpose of the Working with Māori paper case examination is to provide a forum to specifically demonstrate and be evaluated on knowledge and application of content covered within the Psychology with Māori workshop held earlier in the course. The student's ability to structure and articulate the general approach to the case described will be tested, as well as detailed knowledge of relevant working with Māori.

Expectations regarding performance on the Oral Assessment is that it will be the student's ability to structure and articulate the general approach to the case described that will be tested, rather than detailed knowledge of the particular clinical area involved.

It is usual for there to be some logical connection between the questions asked and the clinical material under discussion, but examiners are free to ask anything relevant to basic clinical competency in both Assessments.

PSYC662 Advanced Topics in Clinical Psychology II

This course is a survey of advanced practices in clinical psychology which builds on previous courses in psychological intervention.

The objectives of the course are to:

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

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

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

- Dialectical Behaviour Therapy

Assessment	Timing
Oral Assessments	End of Term 1&4

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

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

PSYC670 Internship in Clinical Psychology.

PSYC671 & PSYC672 are the part time options.

Prerequisites: Completion of a Masters degree in Psychology or satisfactory progress toward a PhD deemed by the Director of Clinical Training. These courses are limited to students already admitted to the Clinical Psychology programme.

The objective of this course is to provide students the opportunity to apply the science and practice of clinical psychology in a practical setting.

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

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

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

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

Our overarching philosophy is that of a generalist

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

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

At mid-way and at the end of the placement, students will receive feedback from their primary supervisor, including completion of a formal CYPRS evaluation. The identification of significant concerns or a rating of inconsistent, slow, or unsatisfactory progress at the mid-placement evaluation will trigger a review with Clinical Programme staff to develop a remedial plan of action for the student. The identification of significant concerns or a rating of inconsistent, slow, or unsatisfactory progress at the end-placement evaluation will trigger a review with Clinical Programme staff. This review will include the clinical supervisor and may include information or concerns not identified in the CYPRS. If concerns have persisted across or within placements, or the concerns are significant, the placement may be determined to be failed.

A failed placement will trigger a review with Clinical Programme staff and the student will not be able to progress to the next stage in their training or to sit the assessment or treatment exam, and may be exited from the programme.

Important information prior to starting Internships.

The Health Practitioners Competence Assurance

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

Once registered by The Board, students are able to use the title 'Intern Psychologist'. Note, use of the title psychologist alone or in combination with any other term (e.g., assistant psychologist or assistant clinical psychologist) is in contravention of the HPCA Act and is liable for a \$10,000 fine.

Students will not be able to commence their internship until they are registered, and will need to provide evidence of registration to the Professional Programmes Administrator prior to the internship commencement date. Failure to do so will mean that the student will not be permitted to start their internship until the next available round.

Students are required to pay the registration fee.

In order for enrollment in PSYC670 (or 671 and 672) to be approved, students must also have completed a Master's degree or PhD in Psychology. In practical terms, this means the Masters thesis submitted at least one week prior to the beginning of the internship (this typically translates to the first day of the academic year). PhD students would need to submit their thesis prior to commencing their second internship.

The Board also require proof of completion of a Masters thesis in Psychology, so those who have not yet completed at the time of applying for registration, will need to make a note of the date they expect this to be completed, or that they have upgraded to a PhD.

Applying for registration requires a number of different documents including photos, a CV, reference letters, police checks and confirmation from the clinical programme that the applicant is in the programme and when they are expected to start and finish internship - please correspond with the Professional Programmes Administrator for this. At least one of the referee reports must come from a registered psychologist, stating what they know of your character, work experience and

professional standing. Clinical programme staff are happy to provide one reference.

Students are urged to register as soon as possible - October of the preceding year for internships starting March. Registration needs to have been confirmed by The Board by no later than one week prior to the beginning of the students' internship to begin employment in March, this typically translates to the first day of the academic year. Extensions will not be granted. If a student is not registered, they will not be able to start their internship.

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

The Diploma Examination

The final year examination, the Diploma Examination is split into two exams: an Assessment Exam and a Treatment Exam.

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

Students will typically complete the Assessment Exam at the end of their first internship and then, subject to passing the Assessment Exam, sit the Treatment Exam at the end of their second internship.

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

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

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

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

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

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

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

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

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

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

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

Registration

Once a student has passed the Diploma Examinations and confirmation documentation has been received from their primary supervisor that they have completed their internship requirements, students can apply to Te Poari Kaimātai Hinengaro o Aotearoa | The New Zealand Psychologists Board for registration as a "Psychologist" in the **Clinical Psychologist** scope of practice.

As many students will make their application prior to their graduation ceremony the Director of Clinical Psychology Training may provide the Board with necessary evidence of their completion of the Diploma.

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

Clinical Placements

Placements in PSYC643, PSYC653, PSYC670/1/2 are supervised by senior clinical psychologists in the field and occupy between 7 and 40 hours per week.

University of Canterbury

- Te Taumata Kaupapa Hauora Hinekarō | The Psychology Centre

Ara Poutama Aotearoa | Department of Corrections

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

Etu Pasifika

Explore

Laura Fergusson Brain Injury Trust

Purapura Whetu Trust

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

Te Whatu Ora | Health New Zealand - Waitaha | Canterbury

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

Graduate Profiles



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

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

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

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

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

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

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

Matthew Dua
Clinical Psychologist



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

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

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

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

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

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

Alex Richards
Clinical Psychologist



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

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

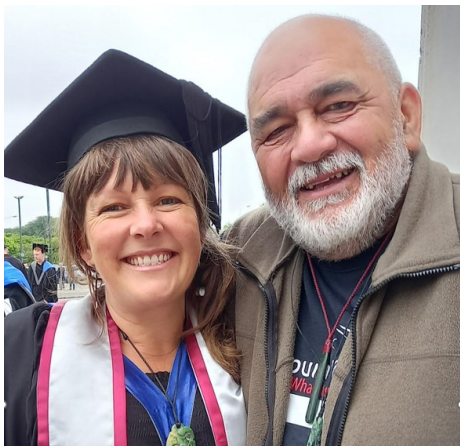
Alongside my research, completing the Clinical Psychology training programme provided me with opportunity to apply theoretical knowledge to clinical practice. The quality of teaching, supervision and placement opportunities helped me to develop confidence in my knowledge and skills in a wide range of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

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

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

Dr Megan Tucker

Clinical Psychologist



Taryn Hale and Hira Campbell, Purapura Whetu

Tēnā koutou katoa

Ko Maungatapu tōku maunga

Ko Maitahi tōku awa

Ko Tainui tōku waka

Ko Whakatu tōku marae

Ko Te Tau Ihu tōku turangawaewae

Ko Taryn Hale tōku ingoa

He kaimātai hinengaro ahau

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

With some flexibility from my employer, and some late nights once my kids were in bed, I completed my honours degree part time over three and half years. Fortunately, I completed

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

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

I really value connections with others. My relationships with my classmates, the UC staff, my research group and community placement kaimahi, colleagues were a real highlight in my training. Outside of the programme I had a

mentor, joined a kaimātai hinengaro Māori roopu and built connections with UC Māori, in addition to the support from my whānau to help with my tamariki and the workload. He aha te mea nui o te Ao? He tāngata, he tāngata, he tāngata.

Taryn Hale

Clinical Psychologist

Employment Post Graduation

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

Year	Child & Family	Adult Mental Health	Corrections /Forensic	Health	Unspecified	Academic *	Overseas
2014	13%	88%	0	0	0	0	0
2015	8%	33%	58%	0	0	0	8%
2016	8%	42%	33%	8%	8%	0	8%
2017	10%	40%	50%	0	0	0	0
2018	0	27%	55%	9%	0	0	0
2019	0	40%	40%	0	20%	0	10%
2020	15%	35%	30%	20%	0	0	0
2021	8%	58%	0	0	17%	8%	8%
2022	5%	41%	45%	0	0	0	0
Mean	6.7%	40.4%	31.1%	3.7%	4.5%	0.8%	3.8%

* Includes Lecturer, Postdoctoral Fellowship, and Research Fellow

Matai Hinengaro | Clinical Psychology People & Research Interests



Eileen Britt

Director of Clinical Training, Professor of Psychology

eileen.britt@canterbury.ac.nz

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



Neil Thompson

Clinic Director, The Psychology Centre

neil.thompson@canterbury.ac.nz

Attachment theory, assessment of Autistic spectrum disorders, and the assessment and treatment of personality disorders.



Amanda Baird

Clinical Educator, The Psychology Centre

amanda.baird@canterbury.ac.nz

Psychological assessment and therapy with adults using a range of evidence-based treatment modalities, including CBT, tailored to the client's needs.



Ann Huggett

Clinical Educator, The Psychology Centre

ann.huggett@canterbury.ac.nz

Supervision and training, cognitive-behavioural therapy, mindfulness based interventions.



Caitlin Aberhart (Te Atiawa)

Clinical Educator, The Psychology Centre

caitlin.aberhart@canterbury.ac.nz

Culturally responsive and kaupapa Māori psychology, neurodiversity and gender affirming assessment and therapy, trauma-informed care, supervision and teaching.



Emma Brown

Clinical Educator, The Psychology Centre

emma-jayne.brown@canterbury.ac.nz

Working with children and adolescents, attachment and emotion regulation, trauma related disorders, assessment and treatment of personality disturbance.



Janet Carter

Professor of Psychology

janet.carter@canterbury.ac.nz

Etiology, course, assessment & treatment of adult mood (unipolar & bipolar) disorders, eating disorders, & anxiety. Psychotherapeutic mechanisms, gender differences in psychopathology & parenting



Martin Dorahy

Professor of Psychology

martin.dorahy@canterbury.ac.nz

Dissociation and dissociative disorders, complex post-traumatic stress disorder, trauma and memory, shame, psychotherapy..



Nadine Pow

Clinical Educator, The Psychology Centre

nadine.pow@canterbury.ac.nz

Psychological assessment and treatment of children and adolescents.



Rikki Thompson (Ngāi Tahu)

Clinical Educator, The Psychology Centre

rikki.thompson@canterbury.ac.nz

Assessment and treatment of adult mental health difficulties, behavioural psychopharmacology and teratology, working with neurodiversity, CBT, MCT, schema, supervision and training



Sarah Christofferson

Associate Professor of Clinical Psychology

sarah.christofferson@canterbury.ac.nz

Forensic/criminal justice psychology, sexual offending prevention and rehabilitation, forensic risk assessment, assessment of therapeutic change.



Sophia Bennetts

Clinical Educator, The Psychology Centre

sophia.bennetts@canterbury.ac.nz

Psychological assessment and therapy with adults using evidence-based and trauma-informed care models. Special interest in neurodiversity and neuropsychological assessments.



Virginia McIntosh

Professor of Psychology

gini.mcintosh@canterbury.ac.nz

Psychotherapy mechanisms and outcomes, eating disorders, depression, anxiety, earthquake-related distress and PTSD, CBT, schema therapy, metacognitive therapy, interpersonal psychotherapy.



Meredith Clarke

Professional Programmes Administrator (Clinical)

meredith.clarke@canterbury.ac.nz or clinicalpsychology@canterbury.ac.nz

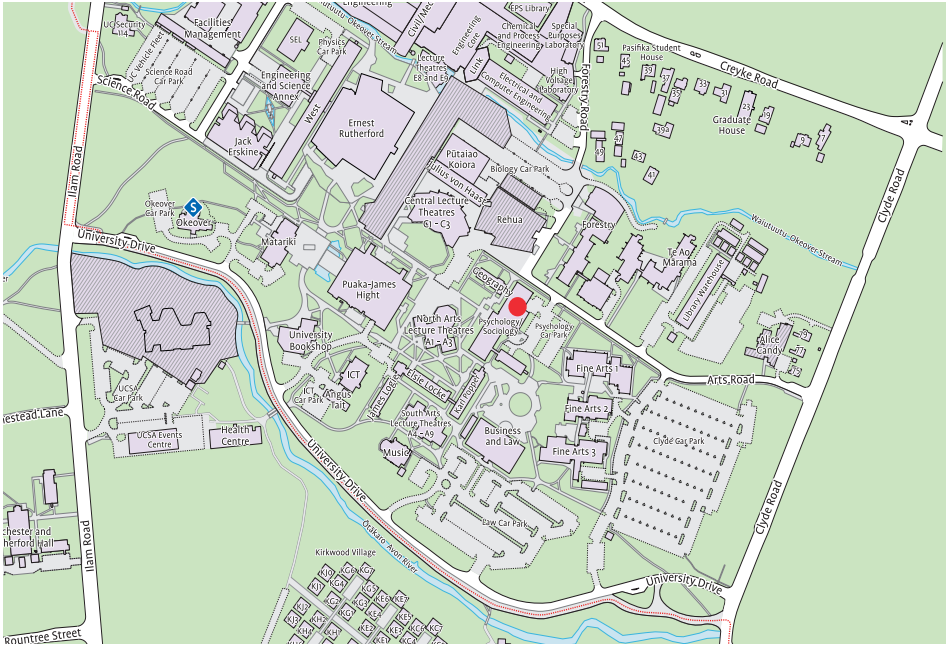


Nicky Dunlop

Clinic Administrator, The Psychology Centre

nicky.dunlop@canterbury.ac.nz

Contact Information



Physical Location

Te Kura Mahi ā-Hirikapo | The School of Psychology, Speech and Hearing is located in the Psychology Sociology and Ann Ballin Buildings. Te Pokapū Mātai Hinengaro | The Psychology Centre is located in the clinic shared with Speech and Hearing, off Arts Road and the Jane Soons building.

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

Director of Clinical Training

Professor Eileen Britt
Email: eileen.britt@canterbury.ac.nz

Enquiries

Meredith Clarke
Professional Programmes Administrator
Phone: +64 3 369 4333
Email: clinicalpsychology@canterbury.ac.nz

University of Canterbury
Te Whare Wananga o Waitaha
Private Bag 4800
Christchurch 8140
New Zealand

