



*Arts & Social Sciences*

Te Kura Kete Aronui

**SCHOOL OF PSYCHOLOGY**

***COMMUNITY PSYCHOLOGY***

***2012 INTERN HANDBOOK***

For those enrolled in the:  
**Postgraduate Diploma in the Practice of Psychology**  
**(Community)**  
***PGDipPracPsych(Comm)***

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## Acknowledgements

The following are sources which have informed the compilation of this handbook:

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## Welcome ...

*...to the Intern Handbook for those enrolled in the Postgraduate Diploma in the Practice of Psychology (Community) (PSYC543 The Practice of Psychology; PSYC541 Case Study Analysis in Applied Psychology; & PSYC542 Professional Issues in Psychology)*

*This handbook is intended as a key resource document and we hope that the extensive information contained within it will provide solutions, understanding and guidance for you.*

*This handbook provides detailed information about:*

- *Application for Entry*
- *Core competencies*
- *Supervision*
- *Course summaries*
- *Detailed assessment guidelines*

*Questions specific to the PGDipPracPsych(Comm) should be directed to the Community Psychology Programme Convenor in the first instance.*

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## Overview: PGDipPracPsych(Comm)

This is a one-year qualification completed while you are undertaking intensive supervised professional practice as an intern psychologist. With a focus on obtaining and demonstrating a minimum level of competency in all of the core competencies for community psychology, the *PGDipPracPsych(Comm)* provides you with the opportunity to effectively apply in practice knowledge and skills relevant to the practice of community psychology. Graduates will have the skills to adapt to a variety of community settings and work at various levels from the flax-roots to policy making. The *PGDipPracPsych(Comm)* has been designed to meet the requirements for registration as a psychologist under the Health Practitioners Competence Assurance Act, 2003<sup>1</sup>.

The goals of the *PGDipPracPsych(Comm)* are to provide those with completed Masters or Doctorate degrees in community psychology with:

1. A quality learning experience for transitioning from academic knowledge to professional practice;
2. A mechanism for enhancing continuing professional development in the practice of community psychology; and
3. A pathway for registration as a psychologist under the Health Practitioners Competency Assurance Act.

### Requirements

To complete the *PGDipPracPsych(Comm)* you must gain 120 points at 500 level in the compulsory papers below:

- **PSYC541 Case Study Analysis in Applied Psychology (40 points)**
- **PSYC542 Professional Issues in Psychology (20 points)**
- **PSYC543 The Practice of Psychology (60 points)**

The *PGDipPracPsych(Comm)* takes twelve months full-time or twenty-four months part-time (i.e. half-time) to complete. You are required to enrol in **all** three papers concurrently, either full or part-time.

Students may **not** enrol in the *PGDipPracPsych(Comm)* or any of the above courses unless appropriate supervision is available.

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<sup>1</sup> An application for the accreditation of the PGDipPracPsych(Comm) has been lodged with the New Zealand Psychologists Board. It should be noted while the University will endeavour to meet the general terms and requirements of the New Zealand Psychologists Board in good faith, the final decision for the registration of each applicant is at the discretion of the Psychologists Board.

All assessment in the *PGDipPracPsych (Comm)* is on a pass/fail basis. A **final oral examination** is undertaken. A pass recommendation in **all** three papers is needed for you to be awarded the *PGDipPracPsych(Comm)*.

An overview of the three papers is provided in the table below.

	<b>PSYC541 Case Study Analysis in Psychology (40pts)</b>	<b>PSYC542 Professional Issues in Psychology (20pts)</b>	<b>PSYC543 The Practice of Psychology (60pts)</b>
<b>Objectives</b>	Learn to apply and demonstrate application of community psychology principles, values, knowledge and skills to practice	Develop knowledge and skills in professional practice of psychology	Through supervising students day to day practice of community psychology, develop skills in the practice of community psychology
<b>Delivery</b>	Coursework/Supervision Meetings	Coursework/Supervision Meetings	Coursework/Supervision Meetings
<b>Coursework</b>	6 Case Studies	Weekly Practice Log (40 entries)	Project/Casework Folio
<b>Assessment</b>	Final Oral Examination	Final Oral Examination	Final Oral Examination

### Enrolment

There are two enrolment options for the *PGDipPracPsych(Comm)*. You can enrol fulltime, which runs for 12 months, or part-time, which runs for 24 months.

### Workload

To complete the *PGDipPracPsych(Comm)* you must be in appropriate full-time employment for 40 weeks, or part-time for 80 weeks (either paid or unpaid), in an organisation that provides the opportunity to practice significantly in community psychology. This serves as the internship. You must complete a minimum of **1500** hours of professional practice through the *PGDipPracPsych(Comm)*. This includes course work, contact time and supervised practice. While every effort is made to ensure coursework/supervision meetings contribute to coursework completion, it is expected that some additional time will be required to complete coursework.

### Coursework/Supervision Meetings

Full-time students are required to attend **weekly** meetings (2-3 hours) which focus on coursework and supervision. If you are enrolled part-time you are required to attend fortnightly coursework/supervision meetings (2-3 hours), with coursework classes not attended in the first year being attended in their second year. Class meetings will take place Friday afternoons from 2pm-5pm. Any additional workshops or meetings will be arranged in consultation with students.

All students who enrol in the *PGDipPracPsych(Comm)* (i.e. irrespective of enrolment status) are required to attend a one day introductory induction session and the first four weekly sessions.

The material covered in the coursework/supervision meetings is directly relevant to the practice of community psychology, the development of your professional skills and knowledge, as well as for the writing of your case studies, practice logs and project/casework folio. Topics include:

- Being a practitioner
- Models of supervision
- Reflective practice as a tool for professional development
- Case study writing
- Critical multi-level analysis
- Ethical practice
- Treaty of Waitangi and Biculturalism
- Cultural Safety
- Community and organisational processes and interventions
- Relationship skills
- Communication skills
- Planning for professional development

A record of attendance at coursework/supervision meetings will be kept. Because the *PGDipPracPsych(Comm)* is based around receiving intensive supervised professional practice as an intern psychologist, to be eligible to sit the final examination you must have met the requirement to have regularly attended coursework/supervision meetings. Video conferencing is an option for some meetings if you are unable to regularly attend in person.

## Coursework/Supervision Meeting Schedule for 2010 (PSYC543, PSYC541, PSYC542)

The following table outlines key dates in the meeting schedule. Specific topic areas for each session will be confirmed in 2010. Unless otherwise stated, each coursework/supervision meeting will be for 2-3 hours.

Week	Date	Coursework	
6	10 <sup>th</sup> Feb		
7	17 <sup>th</sup> Feb	<b>Introduction to PGDipPracPsych(Comm)</b> <b>-Being a Practitioner</b> <b>-Essential Tools</b> <b>-Bicultural Practice</b>	
8	24 <sup>th</sup> Feb		
9	2 <sup>nd</sup> March		
10	9 <sup>th</sup> March Semester A starts		
11	16 <sup>th</sup> March	Coursework/Supervision Meeting	
12	23 <sup>rd</sup> March	Coursework/Supervision Meeting	
13	30 <sup>th</sup> March	Coursework/Supervision Meeting	
14	6 <sup>th</sup> April	<b>GOOD FRIDAY</b>	
15	13 <sup>th</sup> April	<b>MEETING BREAK</b>	Teaching Recess
16	20 <sup>th</sup> April	<b>MEETING BREAK</b>	Teaching Recess
17	27 <sup>th</sup> April	Coursework/Supervision Meeting	
18	4 <sup>th</sup> May	Coursework/Supervision Meeting	
19	11 <sup>th</sup> May	Coursework/Supervision Meeting	
20	18 <sup>th</sup> May	Coursework/Supervision Meeting	
21	25 <sup>th</sup> May	Coursework/Supervision Meeting	
22	1 <sup>st</sup> June	Individual Supervision	
23	8 <sup>th</sup> June	Individual Supervision	
24	15 <sup>th</sup> June	<b>MEETING BREAK</b>	Study Week
25	22 <sup>nd</sup> June	<b>MEETING BREAK</b>	Exams
26	29 <sup>th</sup> June	Coursework/Supervision Meeting	Exams
27	6 <sup>th</sup> July	<b>MEETING BREAK</b>	Teaching Recess
28	13 <sup>th</sup> July	<b>MEETING BREAK</b>	Enrolment Week
29	20 <sup>th</sup> July	Coursework/Supervision Meeting	Semester B starts

30	27 <sup>th</sup> July	Coursework/Supervision Meeting	
31	3 <sup>rd</sup> August	Coursework/Supervision Meeting	
32	10 <sup>th</sup> August	Coursework/Supervision Meeting	
33	17 <sup>th</sup> August	Individual Supervision	
34	24 <sup>th</sup> August	Individual Supervision	
<b>35</b>	<b>31<sup>st</sup> August</b>	<b>MEETING BREAK</b>	Teaching Recess
<b>36</b>	<b>7<sup>th</sup> Sept</b>	<b>MEETING BREAK</b>	Teaching Recess
37	14 <sup>th</sup> Sept	Coursework/Supervision Meeting	Semester B restarts
38	21 <sup>st</sup> Sept	Coursework/Supervision Meeting	
39	28 <sup>th</sup> Sept	Coursework/Supervision Meeting	
40	5 <sup>th</sup> Oct	Individual Supervision	
41	12 <sup>th</sup> Oct	Individual Supervision	
42	19 <sup>th</sup> Oct	Coursework/Supervision Meeting	
43	26 <sup>th</sup> Oct	Coursework/Supervision Meeting	Study Week
44	2 <sup>nd</sup> Nov	Exam Preparation	Exams
<b>45</b>	<b>9<sup>th</sup> Nov</b>	<b>MEETING BREAK</b>	Exams
46	16 <sup>th</sup> Nov	Individual Supervision	
47	23 <sup>rd</sup> Nov	Individual Supervision	
48	30 <sup>th</sup> Nov	Individual Supervision	
<b>49</b>	<b>7<sup>th</sup> Dec</b>	<b>MEETING BREAK</b>	
<b>50</b>	<b>14<sup>th</sup> Dec</b>	<b>MEETING BREAK</b>	
<b>51</b>	<b>21<sup>st</sup> Dec</b>	<b>MEETING BREAK</b>	University Closed
<b>52</b>	<b>28<sup>th</sup> Dec</b>	<b>MEETING BREAK</b>	University Closed
	16 <sup>th</sup> Jan	FINAL ASSESSMENT SUBMITTED TO EXAMINATION PANEL	
	25 <sup>th</sup> Jan	<b>MEETING BREAK</b>	
	1 <sup>st</sup> Feb	<b>MEETING BREAK</b>	
	8 <sup>th</sup> Feb	FINAL ORAL EXAMINATION	

## Entry into the *PGDipPracPsych(Comm)*

### Eligibility

Students enrolled in the *PGDipPracPsych(Comm)* must, in addition to fulfilling the requirements set out in the appropriate University regulations, meet the School requirements for entry.

Criteria for approving entry includes academic ability; community related experience and/or interests; personal qualities; availability of suitable employment; and availability of suitable supervision. To be eligible for enrolment in the *PGDipPracPsych(Comm)* you must:

- Have successfully completed a Masters or Doctoral degree specialising in community psychology (or an equivalent qualification which includes sufficient research and taught papers in community psychology);
- Be in employment (paid or unpaid) in an organisation which provides you with the opportunity to practise significantly in community psychology for a minimum of 1500 hours;
- Have appropriate supervision available, both University and in your employment setting;
- Have written agreement from your employer(s) which includes: a) confirmation that the position(s) can be used as an internship; b) agreement to appropriate placement supervision arrangements; and c) agreement to your participation in the required supervisory and course work, specifically weekly meeting attendance;
- Be approved for admission into the programme by the Chairperson of the School of Psychology.
- Registered with the New Zealand Psychologists Board as an ‘Intern Psychologist’.

It should be noted that registering with the New Zealand Psychologists Board as an Intern Psychologist requires acceptance into the *PGDipPracPsych(Comm)*. If you are accepted for entry into the *PGDipPracPsych(Comm)* your enrolment will not be confirmed until your registration as an intern psychologist is confirmed by the New Zealand Psychologists Board. See <http://www.psychologistsboard.org.nz/> for details on registering as an ‘Intern Psychologist’.

### Application Process

Applications to enrol in the *PGDipPracPsych(Comm)* must be made to the Community Psychology Programme Convenor by **1st November**. You are **strongly advised to**:

- Thoroughly read the information in this handbook to ensure you are familiar with the requirements of the *PGDipPracPsych(Comm)*; and
- Discuss with the Programme Convenor the application requirements, particularly the nature of your employment and its suitability for the *PGDipPracPsych(Comm)*.

Incomplete applications will **NOT** be accepted.

An application form is included in Appendix 1. In summary, the following information is required:

1. An official copy of your university record, listing completed papers and grades.
2. A summary of your previous work experience and involvement in community organisations.
3. Your Curriculum Vitae.
4. Your job description.
5. A brief statement regarding how your job is suitable for the requirements of the *PGDipPracPsych(Comm)*, including your proposed role and responsibilities.
6. A letter from your employer(s) which includes: a) confirmation that the position(s) can be used as an internship; b) agreement to appropriate placement supervision arrangements; and c) agreement to your participation in the required supervisory and course work, specifically weekly meeting attendance. A template is provided in Appendix 2.
7. Two letters of reference: one relevant to your academic experience; and one relevant to your community experience. Please note, that these letters of reference are sent directly by your referees to the Programme Administrator by **1<sup>st</sup> November**. A template is provided for your reference letters in Appendix 3.
8. The name and contact details of your thesis supervisor. He/she will be approached by the Programme Convenor to provide a statement regarding your academic ability, workload management ability, and ability to engage effectively in a supervisory relationship<sup>2</sup>.
9. Two documents which provide examples of your written work, such as your thesis (or electronic link), a graduate project or a report prepared for a community organisation.
10. Confirmation that you have read and understood the requirements to register with the New Zealand Psychologists Board as an intern psychologist.<sup>3</sup>

Your completed application form, along with all required documentation should be addressed to:

*Joy Fellows  
Community Psychology Programme Administrator  
School of Psychology  
University of Waikato  
Private Bag, 3105  
Hamilton  
New Zealand.*

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<sup>2</sup> If your thesis was completed more than 5 years ago please contact the Programme Convenor to discuss how this requirement might be addressed.

<sup>3</sup> Your enrolment in the *PGDipPracPsych(Comm)* cannot be confirmed until your registration as an intern psychologist is confirmed by the New Zealand Psychologists Board. See <http://www.psychologistsboard.org.nz/> for details.

## Criteria for Entry

The criteria used in approving students for entry into the *PGDipPracPsych(Comm)* are described below. Applicants may be interviewed if necessary. Decisions regarding interviews will be made by the Community Psychology Programme Management Committee.

1. Availability of suitable employment. Successful applicants **must** be in suitable full-time employment for 40 weeks, or part-time for 80 weeks (either paid or unpaid), in an organisation that provides the opportunity to practice significantly in community psychology. The New Zealand Psychologists Board requires that an internship is a structured, supervised and evaluated professional practice programme of at least 1500 hours. The 1500 hours may be comprised of short term contracts. At least half-time employment is required for part-time enrolment in the *PGDipPracPsych(Comm)*.

Further details regarding what constitutes ‘suitable’ employment are provided below and you are strongly advised to have discussed your employment situation with the Programme Convenor, prior to submitting your application.

Acceptance into the *PGDipPracPsych(Comm)* is dependent on the Community Psychology Programme Management Committee approving your employment as suitable for internship purposes. This determination will be made based on the information provided in your application.

2. Availability of suitable supervision. Supervision is integral to the *PGDipPracPsych(Comm)*. Given this, students will be unable to enroll in the *PGDipPracPsych(Comm)* programme unless appropriate supervision is available (both placement and university). See ‘Supervision’ section for more details on supervision requirements.

3. Academic ability. Successful applicants will have above average academic ability as demonstrated by grades for university and other tertiary or professional papers completed, especially papers in psychology and related social science subjects (e.g., anthropology, education, politics, sociology). Consideration will be given to examples of work which are submitted with the application. Applications are required to be supported by one reference relevant to academic experiences (sent directly to the Programme Administrator by **1<sup>st</sup> November**). In addition, all applicants are required to provide contact details for their thesis supervisor(s). The supervisor will be contacted by the Programme Convenor to provide a reference regarding academic ability, workload management ability, and ability to engage effectively in a supervisory relationship. Applications without the contact details for their thesis supervisor will not be accepted. If your thesis was completed more than 5 years ago please contact the Programme Convenor to discuss how this requirement might be addressed. Where a candidate has not completed a named degree in community psychology, the Chairperson of the School of Psychology, in conjunction with the Programme Convenor and Community Psychology Management Committee will assess whether sufficient graduate-level papers and a thesis/dissertation in the specialisation have been taken.

4. Community-related experience and/or interests. Successful applicants will have experience in community settings and/or they will be able to elaborate (in their application and/or in an interview) interests relevant to community psychology. Experience as a worker, whether paid or voluntary, may be relevant. So too may experience as a member, participant or client. Applications are required to be supported by one reference relevant to community experiences (sent directly to the Programme Administrator by **1st November**).

5. Personal qualities. Successful applicants will have: good inter-personal skills; show an ability to establish effective relationships with a wide variety of people; have demonstrated a commitment to collaborative working relationships; show an understanding of issues of diversity (e.g. ethnicity, gender, sexual orientation, age, etc); be able to manage a heavy workload; and able to engage successfully in a supervisory relationship. These qualities should be demonstrated in your application and via your supporting references.

### **Suitable Employment**

Enrolment in the *PGDipPracPsych(Comm)* requires that you be in employment (paid or unpaid) in an organisation which provides you with the opportunity to practise significantly in community psychology for a minimum of 1500 hours. Your internship should involve a range of activities which provide you with the opportunity to develop and demonstrate the core competencies expected of a community psychology intern. It is against those competencies you will be examined at the end of the internship. (See section on Core Competencies). The extent to which your role provides you with the opportunity to develop and demonstrate these core competencies is the basis on which the suitability of your employment setting for an internship will be assessed. Sections in the application form where you are asked to provide statements regarding the suitability of your position for the *PGDipPracPsych(Comm)* and your own interest in this programme of study should be referenced to the core competencies.

Employment which provides you with the opportunity to practise significantly in community psychology is varied. Community psychologists work in a wide range of roles and settings and seldom work in positions which carry the title *Community Psychologist*. More often you will find them in positions which carry titles such as Researcher, Analyst, Health Promoter, Coordinator, Manager and Advisor. You will find them working in fields as diverse as education, health, human services, environmental management, criminal justice and development. They may be employed in central, regional or local government or by district health boards, iwi organisations, private businesses (e.g. research and consultancy organisations), community groups and other non-government organisations. Some are self-employed. Thus community psychology practice is distinguished not by job title, field or organisational context. Rather, it is distinguished by:

1. **The general approach to the work.** A community psychological way of working is one which values such things as collaboration, empowerment of disenfranchised groups, inclusiveness and social justice. It is an approach informed by an ecological analysis and a systems perspective. It pays attention to cultural context.
2. **The level at which you work.** By and large, community psychologists are more likely to be working at the level of groups, organisations, communities and society than at the level of the individual – although in practice, many community psychologists will be

involved in some individual level work, if for no other reason than those larger groupings are comprised of individuals who may have unique as well as common needs.

3. **The level of responsibility.** The professional practice of community psychology implies the exercise of professional judgment. While you will work under supervision, it is unlikely that you will be able to demonstrate the competencies expected of a community psychology intern if your approach to the work is highly prescribed. In your internship, you need to be working in roles in which you have some autonomy and scope to develop a community psychological approach to your work.
4. **Making a difference.** Community psychology is about social change. Your internship needs to provide opportunities for you to contribute to positive change at the group, community, organisational and/or national level. Such change may be an explicit part of some internship positions (e.g. planner, policy analyst, community development worker) but this is not a requirement for a position to be approved for internship credit. However, whatever your job description, you are expected to be actively working for relevant change in the setting or settings in which you live and work.

Internship positions are usually full-time, paid positions but it is the nature of the activities which determines suitability for internship credit, not whether it is full-time or part time, paid or voluntary. Indeed, you are encouraged to consider relevant activities outside your paid work for inclusion in your internship. That is, there will undoubtedly be opportunities in your general life to apply community psychology values and skills. These might include such things as participation in a marae committee, a school board of trustees, a kapa haka group, a self-help group, an advocacy organisation, a neighbourhood action group or a political organisation. Even if you are participating in such organisations as a *citizen* (rather than as a *psychologist* per se), you will nevertheless likely have opportunities to develop your community psychology skills and to reflect on relevant community processes and issues.

In negotiating to use a position for the *PGDipPracPsych(Comm)*, it is likely that you will need to 'sell' the idea to your employer/organisation. There are advantages for organisations who host interns. These include an employee who is well resourced in terms of supervision and support. The intern/employee has access to the university library resources which may be of benefit to the organisation. They get an employee who takes her or his professional development seriously. In addition, there may be opportunities for collaboration with the community psychology programme which can benefit the organisation.

Make sure you have planned a strategy prior to approaching an organisation about your participation in the *PGDipPracPsych(Comm)*. You are **strongly advised** to discuss your internship intentions as early as possible with, in the first instance, the Convener of the *PGDipPracPsych(Comm)*.

## Supervision

The *PGDipPracPsych(Comm)* is a one-year qualification completed while you are undertaking intensive supervised professional practice as an intern psychologist. To complete the three required courses (PSYC543; PSYC542; PSYC541), you must attend weekly meetings which alternate in focus between coursework and supervision (part-time students will attend fortnightly meetings).

You will have both university and placement supervision. In general, your university supervisor, with whom you will have your primary supervisory relationship, will focus on your professional development and on monitoring your preparation for the final oral examination. Your placement supervision will generally be oriented towards the performance work tasks within the organisation. Supervision is therefore integral to the *PGDipPracPsych(Comm)*.

You may have experienced other supervisory relationships in the past, for example thesis or your workplace supervision. Internship supervision may feel a lot less directive than previous supervision you have experienced, in that you, as the intern, are required to accept much more responsibility for your own decision-making and practice, with your university supervisor in particular supporting, via encouragement, guidance, reflection and challenges, your development as a professional practitioner.

Students will be unable to enrol in the *PGDipPracPsych(Comm)* programme unless appropriate supervision is available, both university and placement. As you are undertaking the *PGDipPracPsych(Comm)* to gain registration as a Psychologist in New Zealand through the New Zealand Psychologists' Registration Board under the Health Professional Competency Act (HPCA), your supervisors need to be psychologists registered under that Act. More details regarding university and placement supervision are provided below.

## Understanding Supervision

*“Through the: provision of constructive feedback; encouragement received to reflect upon the process of my work; giving of alternative perspectives on internship activities; and support to do better and surpass my own expectations of the internship; I found the internship process a very safe environment to grow and develop as a community psychology practitioner. I feel as though I have been challenged, steered, and well guided throughout the last sixteen months. It hasn't always been a simple or comfortable process. I have been well challenged in a number of areas. In embracing these challenges I have gained a wealth of knowledge that has added strength to my abilities and my capacity to practice more competently in the future” (Intern, 2009)*

Supervision encompasses a complex relationship that needs to remain constant, in relation to its values and commitment to a beneficial relationship, as well as be able to change in response to the changing needs/experiences of the intern. The above quote from an intern encapsulates the central role played by supervision, as you are guided and supported through the *PGDipPracPsych(Comm)*. The process of supervision requires from you a willingness to

embrace the challenges placed before you by the supervision process, recognizing that more often than not, embracing these challenges will not be the simplest or most comfortable option for you. In return, your supervisors, particularly your university supervisor will: provide constructive feedback on your written work and practice; encourage you to reflect upon the process of your practice; provide alternative perspectives on your practice in order to generate new ways of thinking; and support you to surpass your own expectations of the internship.

Mutual understandings about supervision will be established early in your internship, with coursework sessions specifically focused on exploring models of supervision, the scope and parameters of supervision, confidentiality, and respective responsibilities. Below are some useful points you may wish to consider to help you get the most from your supervisory relationship(s).

- Make a conscious choice how you will utilize the supervisory relationship and resources available via it. To receive the most benefit from a supervised practice situation, you must consciously choose to engage and remain engaged in the supervisory process, even if it feels uncomfortable.
- Making the most effective use of supervision requires openness and integrity on the part of those who participate. Your supervisor needs to know if you are struggling or if things are going badly in your workplace. Without knowing what is going on, they cannot assist you in any way. Admitting that things are not going so well, does not reflect badly on you. If anything, it reflects positively on you, in that you are able to seek help when necessary and confront issues in order to move forward.
- Related to the above point - raise issues as they occur. Avoidance is never a useful strategy! While group supervision can be very useful, it may not be the place to disclose some issues. Individual supervision can be requested at anytime.
- Supervision does not mean arriving and simply dumping issues on the table. Neither is supervision therapy. The focus is your *professional* development as a community psychology practitioner, not addressing your life problems. Nevertheless, professional development inevitably involves personal development and our personal lives inevitably have an impact on our professional lives. While your university supervisor is not in a position to help you with life problems, it will be difficult for them to be an effective professional supervisor unless you tell them when and how such problems are impinging on your professional practice. Again, remaining engaged in the process of supervision is critical.
- Remember that supervision is not always about solving problems and confronting challenges: it is also about honouring success and celebrating growth. Much learning can come from reviewing what went well.
- Summaries of meetings where important points were discussed and agreed to should be recorded, for example dates for the submission of drafts, reviewing and provision of feedback should all be recorded and circulated to key people. This allows you and your supervisor/s to have a record on an agreed course of action and a mechanism for clarification

later. This is particularly important as you move towards deadlines for submission of your exam portfolio.

- Supervision sessions will include periodic reviews of the effectiveness of your university supervision, both group and individual. Such reviews can help ensure the supervision you are receiving is focused and is effective.

### University Supervision

Your university supervisor, who will be registered with the New Zealand Psychologists Board and hold a current annual practising certificate (APC), will provide weekly supervision (incorporating both group and individual) of your practice of psychology. During the supervision meetings your supervisor is brought up to date with your practice, and in doing this is able to highlight issues and concerns for discussion. It is also intended that the supervision meetings address any issues you may wish to bring for discussion. Individual supervision sessions are arranged with each student and can be face-to-face, phone, by video conference or through video-conference services such as Skype. Your university supervisor/s are also available by phone or e-mail to provide information, help, support and advice when requested. Group supervision, which seeks to broaden your knowledge through the experiences of others, involves all students presently enrolled in the *PGDipPracPsych(Comm)* and one or more university staff (who are appropriately qualified to supervise). Students and staff participating in the group supervision sessions are all aware of the confidentiality of the information discussed in these sessions.

### Aims of your university supervisory relationship

The overall aims of your supervisory relationship/s within the university context are to:

- **Assist you, through the completion of all required coursework, to demonstrate the core competencies** required to practice safely and effectively as a community psychologist. This involves the integration of theoretical knowledge with your practical experiences which will result in the application of foundational (knowledge) and practitioner (skills) core competencies. This includes facilitating your ability to be systematic in your application of knowledge, skills and judgment.
- **Assist you to ensure your practice is informed**, via the integration of your practical experiences with theoretical knowledge. Instead of treating every situation as unique, theory, research and literature helps you to: focus attention; aid understanding; generate multiple perspectives; and make reasonable predictions in order to develop your own solutions. As you become immersed in the practical day-to-day issues of your setting, it is easy to forget the importance of theory, research and other literature/knowledge bases. Supervision sessions can be a useful forum for enhancing your theoretical understanding of the issues you are facing in your internship.
- **Assist you engage in regular self assessments and monitoring of your progress**, in relation to: the core competencies; your own effectiveness as a community psychologist; and completion of your required coursework. This also involves the development of your own professional identity as a community psychologist.

- **Provide a forum for the discussion of professional and ethical issues**, in order to broaden your professional competence. Some of the issues discussed may arise from your weekly professional practice logs and/or your case studies.
- **Assist in your development of critical multi-level analysis and reflective practice skills**, which are core to your professional practice. Practitioner expertise is developed by reflection on your experiences and aims to build long term capacity in relation to your ability to think through complex issues and create strategies to address them. An important element of the development of the ability to practice reflectively and utilize critical multi-level analysis, is participating in supervisory activities which are focused and structured. This may involve discussions with your supervisor/s and the wider group, which include clarifying questions, and the identification of contradictions and common themes. It will also involve utilizing a variety of information and evidence bases, and facilitating the ability to draw on multiple sources and think laterally.
- **Assist you prepare for your final oral exam**, including organizing examination panels, distributing your completed work folios and other documents, organising feedback from relevant stakeholders, planning your presentation and preparing for the oral examination.

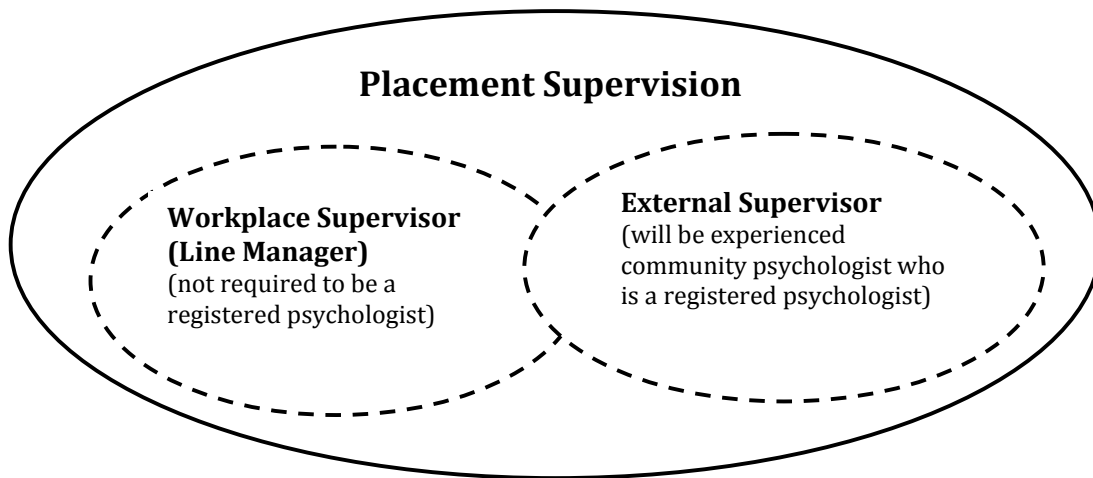
### Placement Supervision

As noted earlier, you are undertaking the *PGDipPracPsych(Comm)* to gain registration as a Psychologist in New Zealand through the New Zealand Psychologists' Board under the Health Professional Competency Act (HPCA), your placement supervision arrangements need to include a psychologist who is registered under that Act. However, given the diversity of settings in which internships occur, the reality is that it can often be difficult to have a registered psychologist as a workplace supervisor. Given this, there are a variety of ways that placement supervision can be configured in order to meet the requirements of the New Zealand Psychologists Board.

If you are undertaking your internship as an employee of an organisation, you will almost certainly have a line manager or someone in the organisation to whom you report, and who exercises general oversight of your work on behalf of the organisation. If you are a contractor, you will likely have someone who plays a similar role in overseeing your contract and ensuring that you meet your contractual obligations. Normally, the person who manages, supervises or monitors you within your employment setting will become your workplace supervisor for internship purposes. However, if that person is not a registered psychologist, your placement supervision arrangements will also need to include additional supervision from an 'external supervisor'; an experienced community psychologist who is a registered psychologist, with an APC. This appropriately qualified external supervisor may or may not be external to the organisation in which you are working.<sup>4</sup> The structure of placement supervision is outlined in the following diagram.

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<sup>4</sup> External supervision would incur a cost which normally would need to be met by the intern, unless able to be otherwise negotiated with your employer.



In cases where your placement supervision comprises both a workplace supervisor and an external supervisor, both will contribute to the 3 assessments of the intern required for the *PGDipPracPsych(Comm)*.

Your placement supervision must be discussed with your workplace supervisor and any external supervisors prior to the start of your internship. As noted earlier, a letter from your employer(s) which includes agreement to appropriate placement supervision arrangements must be included with your application. On acceptance into the *PGDipPracPsych(Comm)*, a formal agreement will be drafted between all relevant supervisory parties.

### **Workplace Supervisor (Normally your Line Manager)**

As noted above, your workplace supervisor is most likely to be your line manager; the person who exercises general oversight of your work on behalf of the organisation. However, it is also important that your workplace supervisor be willing to take on the responsibility of supervising an intern, as distinct from an employee. In doing so, it is helpful if your workplace supervisor:

- Understands the field of community psychology, including its values, and their implications in practice, OR is willing to learn about community psychology values and approaches if not familiar with them.
- Recognises the internship as a learning and professional development experience, and not just as an employment situation.
- Has realistic expectations of you, and is willing to help you learn.
- Understands that their role as your workplace supervisor is not only to direct and supervise your work, but also to be available and willing to discuss professional and work issues as they arise.
- Be willing to meet with your university supervisor if necessary.

It is important that your status as an intern psychologist is reflected in your workplace. For example, you should try to negotiate a realistic workload which takes into account your existing skills, the skills and knowledge about the job which you will need to acquire before you are proficient, and a reasonable time for that learning to occur. Regular planned reviews of your workload and room for renegotiation should also be included.

If your workplace supervisor (i.e. your line manager) is not familiar with community psychology or the internship requirements, they may be a little anxious that what you are writing might reflect badly on the organisation. It is good practice to be as transparent as possible with your workplace supervisor, for example providing opportunities to comment on your draft case studies or work folio. However, we also understand that interns can at times feel restrained if sensitive issues are discussed in their written work and their workplace supervisors are expecting to read their draft work. Issues regarding the inclusion of sensitive issues in your coursework will be discussed in your supervision/coursework meetings. Some relevant points are also included in sections which follow regarding writing case studies and practice log entries.

Your workplace supervisor:

- Provides/contributes to 3 assessments of the intern, as required for the *PGDipPracPsych(Comm)*
- If desired, comment on draft case studies and work folio before they are submitted to the university supervisor for feedback

If issues regarding your needs as an intern in the workplace arise, you should discuss this with your university supervisor as soon as possible, in order to determine a strategy forward. If necessary, your university supervisor is able to talk with your workplace and/or external supervisor.

### External Supervisor

External supervision would normally occur approximately 2 hours per month. The external supervisor will ideally have an understanding of the organisation, with their focus being primarily on providing oversight of your professional practice in the workplace (as opposed to your *PGDipPracPsych(Comm)* activities), including for example, assisting with workload issues, problem solving in the workplace and other specific organisational issues. Many organisations are recognising external supervision as a useful professional development tool for their workers.<sup>5</sup>

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<sup>5</sup> External supervision would incur a cost which normally would need to be met by the intern, unless able to be otherwise negotiated with your employer.

## Community Psychology Core Competencies

The New Zealand Psychologists Board defines core competencies as the minimum competencies that each practitioner should possess at the time of registration. In the context of registration with the Board<sup>6</sup>, competence is defined as the complex interaction of four major components: knowledge; skills; judgement; and diligence. The following descriptions are taken from the Board and considered useful in aiding you to understand what each of these components refers to.

- **Knowledge** – having absorbed and understood a body of information sufficiently well to then understand and conceptualise the range of professional issues that one can reasonably expect to encounter. Knowledge is a necessary, but not sufficient foundation for competence.
- **Skills** – the ability to effectively apply knowledge in actual practice.
- **Judgement** – knowing when to apply which skills and under what circumstances. It includes self reflection on, and awareness of, one’s own values, experiences, attitudes, and social context, and how these influence actions and perceived meaning. Good judgement increases the likelihood that choices made will be beneficial to individuals, families, groups, communities, or organisations with which psychologists work.
- **Diligence** – requires the consistent application of knowledge, skills, and judgement in one’s professional activities and taking care to give priority to the needs of those receiving your services.

Below are the core competencies you would be expected to have achieved on completion of the *PGDipPracPsych(Comm)*. To grant a pass in the final oral examination, the panel needs to be satisfied that you have demonstrated and reached a minimum level of competency in each of these on completion of your internship. Achievement of some competencies can be achieved via your graduate training, for example the research competency is demonstrated via the completion of your thesis (at Masters or Doctoral level).

The competencies refer to the component skills or knowledge that contribute to the whole, and it is important to remember that the core competencies are intended to be read in a holistic manner. Ongoing assessment against the competencies will occur regularly during your coursework/supervision meetings. During the examination process, consideration of each intern begins with a discussion of the extent to which you have exhibited each competency in your coursework submitted. Throughout this process, any competencies the examiners are uncertain about will generate questions that the intern will need to address.

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<sup>6</sup> New Zealand Psychologists Board. (2009). Continuing Competence Programme for Psychologists Practising in Aotearoa New Zealand. Wellington: New Zealand Psychologists Board.

The competencies are grouped under 3 headings. These are:

- **Foundational competencies** relate to key principles and values of community psychology and to the ethical practice of community psychology. You are expected to have accomplished every competency in this group. You will be expected to have demonstrated them either during the internship (including relevant participation in community activities and organisations) and/or in the examination process.
- **Practitioner competencies** relate to generic technical skills. Like foundational competencies, you are expected to have accomplished every competency in this group. It is recognized some internships will not provide the opportunity to demonstrate all of these skills (e.g. some internships may not have a research component). However, to award a pass in the final examination, the panel must be satisfied that you have demonstrated each of these competencies at some stage during her or his training.
- **Specialist competencies** are those knowledge and skills specific to your role and setting. At the beginning of your internship, you will identify, with your supervisor, one or more specialist competencies. It is expected that accomplishment of these competencies will be evident in the assessment you submit.

In the following table each competency includes examples of ways in which attainment will normally be demonstrated by the intern. In relation to any one competency, it is **not** necessarily a requirement for you to have demonstrated the competency in **all** of the ways listed. Rather, the examination panel will consider the evidence available in determining whether, **overall**, you have achieved the minimum level in each competency.

### Foundational Competencies

#### **Principles and values of community psychology**

The intern shall be familiar with, understand and be able to apply key principles of community psychology. This competency shall normally be demonstrated by her or his ability to:

- (a) Articulate key values and principles of community psychology.
- (b) Articulate psychological knowledge in a manner consistent with the best evidence available.
- (c) Apply these to the analysis of social issues in Aotearoa.
- (d) Show how his or her practice has been guided by them.

**Cultural Safety**

The intern shall practice in a culturally safe manner across a variety of settings. This competency shall normally be demonstrated by her or his ability to:

- (a) Understand her or his own cultural values and practices and how these influence the way she or he experiences the world.
- (b) Be aware of the impact of her or his behaviour and social positioning in relationship to people of cultures and social positioning other than her or his own.
- (c) Practice in a manner which is appreciative of diverse realities.
- (d) Build collaborative relationships with people of cultures other than her or his own.
- (e) Recognise the need to seek appropriate cultural advice and to access such advice through supervision and professional support.

**Ethical appropriateness**

The intern shall practice in an ethically sound manner. This competency shall normally be demonstrated by her or his ability to:

- (a) Understand and apply the *Code of Ethics for Psychologists in Aotearoa*.
- (b) Identify ethical issues in her or his own practice and work through a sound process of information gathering, consultation and decision making in regard to those issues.
- (c) Provide a rationale for her or his actions (conscious decision-making)
- (d) Recognise the boundaries of personal competence.
- (e) Maintain and update her or his own knowledge base.
- (f) Advocate for sound, ethical practices.

**Te Tiriti o Waitangi and bi-culturalism**

The intern shall practice in a manner consistent with Te Tiriti o Waitangi. This competency shall normally be demonstrated by her or his ability to:

- (a) Articulate the provisions of Te Tiriti and relate them to contemporary social issues.
- (b) Understand the history of relationships between tangata whenua and the Crown.
- (c) Advocate for the implementation of Treaty responsibilities.
- (d) Understand the rationale for consultation with Māori and be able to work out how to determine an appropriate process in their work setting(s).
- (e) Work appropriately in relation to Māori decision-making and authority structures.
- (f) Demonstrate familiarity with common Māori protocol and understand the philosophy underlying these.
- (g) Contribute to cultural justice initiatives from a clearly defined position of her/him self as tangata whenua or tau iwi.

**Relationship skills**

The intern shall be able to develop and sustain healthy, collaborative working relationships with others, including others who differ from her or him in significant ways. This competency shall normally be demonstrated by her or his ability to:

- (a) Understand and implement the principle of reciprocity in relationships.
- (b) Develop good working relationships with others, including others who have either more or less power.
- (c) Relate effectively to people from a diverse range of backgrounds.
- (d) Handle conflict in a constructive way.
- (e) Bring to relationships the knowledge and value base of community psychology.

**Reflective practice**

The intern shall practice in a self-reflective manner. This competency shall normally be demonstrated by her or his ability to:

- (a) Critically reflect on her or his own practice in a process of continual improvement.
- (b) Be self-aware about her or his abilities and limitations and practice only within the limits of her or his professional competence.
- (c) Plan and monitor her or his workload and implement appropriate mechanisms for coping with stress.
- (d) Plan for and implement ongoing professional development.
- (e) Understand the value of supervision and to engage in regular supervision.
- (f) Seek out and maintain professional networks.

**Critical, multi-level analysis**

The intern shall have strong critical analysis skills, including the ability to analyse social issues at multiple levels from societal level processes to the individual level. This competency shall normally be demonstrated by her or his ability to:

- (a) Analyse and synthesize complex information.
- (b) Undertake well-reasoned critiques of research and scholarship relevant to her or his area of practice.
- (c) Undertake well-reasoned critiques of policy relevant to her or his area of practice.
- (d) Observe, analyse and critically reflect on community and organisational processes.
- (e) Implement ongoing evaluation based on the best evidence available.

**Practitioner Competencies****Communication skills**

The intern shall be able to communicate effectively, both in written and oral forms, in a wide range of settings to a variety of audiences. This competency shall normally be demonstrated by her or his ability to:

- (a) Produce clear, concise technical and academic reports.
- (b) Write in a direct, user-friendly manner.
- (c) Adjust her or his writing style for the intended audience.
- (d) Make oral presentations which can convey complex ideas in a manner which engages the audience.
- (e) Communicate in a way that encourages change.

**Research skills**

The intern shall be able to conduct and evaluate applied community research. This competency shall normally be demonstrated by her or his ability to:

- (a) Design and carry out a small scale research project in a manner appropriate for the context, including writing a proposal, completing an ethical review application, collecting and analysing both qualitative and quantitative data, and writing a report.
- (b) Critically evaluate research and give appropriate advice to others about research findings.
- (c) Write a literature review.
- (d) Understand ethical issues relating to research, including researchers' responsibilities to diverse stakeholders.

### **Community and organisational processes and interventions**

The intern shall be able to assess community and organisational processes and to intervene appropriately in such processes. This competency shall normally be demonstrated by her or his ability to:

- (a) Negotiate entry into a setting, establish professional relationships and identify key dynamics and decision making processes.
- (b) Design processes to enhance collaboration between people with diverse interests.
- (c) Understand community development approaches and pathways for social change in accordance with the best evidence available.
- (d) Understand and promote participatory decision-making processes in communities and organisations.
- (e) Evaluate the impact of the intervention.

### **Specialist Competencies**

Interns work in a diverse range of settings. Safe, competent practice will require the mastery of knowledge and skills specific to your role and setting. At the beginning of your internship, you will identify, with your university and/or placement supervisor/s, one or more specialist competencies. These will be expected to include:

- Specialist *knowledge* competencies will include a knowledge of the organisational context of your setting, regulatory frameworks (i.e. relevant legislation, regulations and policies), and research literature relevant to your area of practice. For example, an intern working in environmental protection would be expected to be familiar with the relevant organisational context (e.g. the roles of local and regional councils, Department of Conservation, Ministry of the Environment, environmental lobby groups etc), and regulatory frameworks (e.g. Resource Management Act etc), and literature relevant to the area of resource management;
- Specialist *skill* competencies will include those skills, not listed as core competencies, which are specifically required for safe and effective practice in your setting. For example, an intern working as a policy analyst might need to demonstrate skills in consultation and writing policy documents over and above the more generic skills listed under Foundational and Practitioner competencies above. Similarly, an intern working as a researcher might need to demonstrate a higher degree of competency in research skills than interns working in other settings.

## Foundations for Professional Development: Reflective Practice and Critical Multi-level Analysis

*“Through journaling my internship experiences I have found a new appreciation of reflective practice. At the beginning of this internship, for example, I thought I knew what reflective practice entailed. I thought I knew what it meant to be a good reflective practitioner. I thought I knew the benefits of being critically aware of my practice. In truth, I did not know at all. Similarly, at the start of this internship I thought I knew my practice relatively well ...I thought I knew the what’s, when’s, why’s and how’s behind my work. I thought I would be able to articulate them easily within my journaling. In reality, however, such reflection was incredibly challenging. Over-familiarity had undoubtedly caused me to overlook the things underpinning my practice. Consequently, reflective journaling has been a good antidote to my overconfidence; of believing I know it all and have all the right answers. It has enabled me to see some of my blind spots, which has provided me with new understandings of myself to guide my future actions and behaviours – the aim of reflective practice (Intern, 2009).*

Reflective practice and critical multi-level analysis are identified as two of the core foundation competencies of community psychology. You are required to critically reflect on your practice in a process of continual improvement, as well as have critical multi-level analysis skills, which include the ability to analyse complex issues at multiple levels. Although these two competencies form part of the competency ‘set’, in reality, reflective practice and critical multi-level analysis underpins your ability to demonstrate all the core competencies, and are fundamental to your professional practice as a community psychologist.

In addition, psychologists have both a statutory (HPCA Act) and ethical obligation (Code of Ethics) to continually be engaged in a process of critical self reflection.<sup>7</sup> As a psychologist registered with the New Zealand Psychologists Board and holding an Annual Practising Certificate, you will be required to engage in the Continuing Competence Programme (CCP). An active and dynamic process of continual learning which generates ongoing professional growth, the CCP requires you to engage in self reflection, the application of learning to practice and subsequent evaluation<sup>8</sup>. Specialist journals devoted to exploring the concept, theory and application of reflective practice<sup>9</sup>, support the core role played by reflective practice and critical multi-level analysis in professional training and practice. For these reasons, reflective practice and critical multi-level analysis are explained in more detail below.

You may feel you work from an intuitive base or do things a certain way because that is just ‘common sense’ and is the way things ‘should’ be done, with no need to justify or provide a

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<sup>7</sup> New Zealand Psychologists Board. (2009). Continuing Competence Programme for Psychologists Practising in Aotearoa New Zealand. Wellington: New Zealand Psychologists Board.

<sup>8</sup> New Zealand Psychologists Board. (2009). Continuing Competence Programme for Psychologists Practising in Aotearoa New Zealand. Wellington: New Zealand Psychologists Board.

<sup>9</sup> For example, Journal of Reflective Practice

rationale for the decisions you make. However, becoming a competent practitioner does not just happen. Instead it requires an ability to articulate the basis for your decision making, rendering the invisible, visible<sup>10</sup>. You will need to explicitly critique your own decision making processes and your effectiveness, continuously seeking new learning and opportunities for growth as a practitioner. To become a competent and effective practitioner requires you to be constantly thinking about your actions so you can learn from your experiences. A *reflective* practitioner pays careful attention to the process of thinking about their work. Reflective practice is a particular way of thinking that is fundamental to good decision making and to becoming a competent and effective practitioner, with a reflective process encompassing daily decision-making, problem-solving, and exploring the basis for effective practice. Reflection aims to build long term capacity in relation to your ability to think through complex issues and create strategies to address them.

Conversely, non-reflective practitioners tend to look for the most obvious, simple and quickest explanation.<sup>11 12</sup>

Reflective practice is more than just statements of your own unsupported personal opinions, descriptions of your day, or writing your thoughts as they occur in a journal. Nor does it mean being paralysed by endless introspection or indulging in self justification. Reflective practice is about peeling back the layers, and calls on your skills of analysis to demonstrate how you make decisions, and your basis for assessing and evaluating your practice. It enables you to take into consideration multiple factors, carefully considering the complexity of the issues you are facing.

Reflective practice encompasses a number of levels of activity. At its core is an awareness and critiquing of one's own beliefs, values, knowledge, assumptions and past experiences. It also involves the ability to look at oneself in relation to others and the wider world. It requires the ability to stand back from oneself and critically examine one's own thinking patterns. It also requires an internal honesty and integrity as you examine your own thoughts and assumptions. Reflective practice spans multiple levels and can range from the analysis of a single element of practice through to considering the broader ethical, social and political implications of practice.

So what is *critically* reflective practice? Being critical in your analysis does mean the focus is on finding fault with something. Neither does it mean simply being descriptive. Being 'critical' involves making judgements and evaluations, distinguishing between a well supported argument and unsubstantiated opinion, or evaluating the validity of information sources, research and their application to particular situations. It is being able to articulate why something, such as a situation, event, relationship, or element of your practice has occurred in a certain way and being able to support and/or enhance your understanding of this, by reference to different knowledge bases. Integral to practicing in a critically reflective way is the ability to engage in critical multi-level analysis, with the ability to analyse issues from multiple perspectives and levels. You will already be familiar with levels such as micro, meso and macro, and ecological models of analysis which can be used to help you understand the ways in which settings, communities and

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<sup>10</sup> Carson, L., Fisher, K. (2006). Raising the bar on criticality: students' critical reflection in an internship. *Journal of Management Education*, 30(5), 700-723.

<sup>11</sup> Fleming, P. (2007). Reflection – a neglected art in health promotion. *Health Education Research*, 22(5), 658–664.

<sup>12</sup> Larrivee, B. (2008). Development of a tool to assess teachers' level of reflective practice. *Reflective Practice*, 9(3), 341–360.

individuals are interrelated and interdependent. Alongside this, developing your critical multi-level skills of analysis has been a focus of your graduate study in community psychology, particularly demonstrated in your thesis research.

A competent practitioner, utilizing reflective practice and critical multi-level analysis, alongside their ability to integrate academic and experiential knowledge, is able to articulate, justify and engage in a process of continual and ongoing professional development. The ability to undertake an analysis utilizing a variety of information and evidence bases, including academic theory and knowledge, is the basis for the integration of knowledge and practice. It is this ability which partially defines your professional practice as a community psychologist.

Neither experience nor reflection alone produces a competent and effective practitioner and it is the combination of the two which forms the basis of reflective practice. This is what your internship is about – drawing the two together. In teaching you reflective practice and critical multi-level analysis, we are not teaching you what to think, but how to think. Having said that, thinking reflectively and critically are skills which you already have some familiarity with. Whether you are consciously aware of it or not, you already utilise reflective practice and critical analysis in many facets of your daily life. Activities such as buying a car, deciding on what school to send your children to, selecting an internet provider, going to the gym and buying your lunch all require you to engage, to some extent, in a process of reflective practice and critical analysis. They require you to ask questions, to draw on previous experiences, to undertake research, to compare options and explanations and to consider the issue from multiple perspectives. When you next do a routine task, stop and try to consciously identify your thought processes as you go. What questions do you ask? What issues do you consider? Why?

Your ability to draw on multiple sources and think laterally in relation to how your practice is informed are important skills you will develop during the *PGDipPracPsych(Comm)*. Some processes and actions that will be relevant to both reflective practice and critical multilevel analysis are:

- Analysing
- Evaluating
- Identifying assumptions
- Clarifying
- Making comparisons
- Problem solving
- Questioning and challenging ideas
- Judging the validity of sources and evidence
- Forming well supported arguments
- Making connections between ideas, research, literature, theories, disciplines

Specific questions you may wish to explore which are relevant to both reflective practice and critical multi-level analysis include:

- What is the problem? From whose perspective is it a problem?
- Are there multiple perspectives from which you can view the problem/issue?
- Who are the stakeholders? Do I need to do a stakeholder analysis?
- What are the implications for the community? For tangata whenua? For tauwiwi? For other stakeholder groups? For social justice generally?
- What theories, models, literature, knowledge bases are useful in helping to understand my experience and shape my practice in this area?
- Whose interests are being protected? Why? Why not?
- How are resources allocated?
- Is there resistance to change? Why? Why not?
- What are the immediate implications for myself and my work?
- What course of action did I choose to take and why?
- How do I know the course of action I chose was effective?
- What are some of the indicators of that?
- What might I have done differently? Why? Why not?
- What did I learn about myself and the way I view the world?
- What skills and competencies did I utilize?
- What progress have I made? Why? Why not? How do I measure that?
- What have I learnt? How will this be helpful for me in the future?

Initially the focus on reflective practice might seem to be somewhat of a burden, time consuming when time is precious. In addition, sometimes it can be difficult to know about what and how to reflect and what it will actually accomplish. It is also important to understand that the questioning of fundamental premises and values is one that students frequently resist. Carson & Fisher (2006) state that “shining a questioning and inquiring light on their work and lives is demanding. It can take an emotional toll and leave people feeling disorientated and confused. The process demands more than the usual intellectual tasks of analysis and synthesis required in academic work” (p707). Given this, supervisor feedback is particularly important to ensure that your reflections and critical analysis are focused and with purpose, and that your development as a practitioner is well supported.

Understanding the purpose and objectives of reflective practice and critical multi-level analysis and how this is fundamental to your ongoing development as a professional community psychologist will encourage you to persevere. Think about the types of questions you might ask and how you might go about obtaining answers:

- How will reflection enable me to become a more effective practitioner?
- Am I resisting becoming a reflective practitioner? Why?
- Why should I invest my time in learning how to do this properly?
- Why is it a core competency in community psychology?
- How might I get the answers to these questions?
- What other information do I need?

The above are just a *sample* of the range of the types of processes, actions and issues relevant to developing your competency in reflective practice and critical multi-level analysis. The *PGDipPracPsych(Comm)* provides a deliberately structured process, via your professional practice log, case studies, coursework and supervision, by which reflective practice and critical multi-level analysis becomes internalized and routinely embedded in your professional practice, ensuring you continue to develop as a competent and effective practitioner.

## **Ethical Issues**

It is important to remember that your case studies, weekly practice logs, and project/casework folio are not private documents. Your University supervisor will provide you with feedback on all your coursework (including your practice logs). Three of your case studies will be reviewed by external practitioners. Your examination panel will also have access to all assessment (including your practice logs). In addition, your on-site supervisor may also wish to review your case studies and project/casework folio (excluding your practice logs), prior to final submission. Your University supervisor, external reviewer/s and the examination panel will keep all material confidential and are bound by the New Zealand Psychologists Code of Ethics, which includes provisions relating to confidentiality. In addition, reports submitted for examination can be subject to the Official Information Act. While access to information of a personal nature can generally be lawfully denied, that does not apply to personal information relating to the person making the application. All examination portfolios will be returned to students after the appeal period has expired (14 days from notification of their formal grade).

It is important that you continually consider any potential ethical issues, such as sensitive organisational and personal information, and issues of anonymity in the completion of all assessment. Opportunities to address any ethical issues regarding your assessment requirements will be provided in the coursework/supervision meetings.

## PSYC541 - Case Study Analysis in Applied Psychology

### Objective

The primary objective for this course is for you to learn how to apply and demonstrate community psychology principles, values, knowledge and skills to practice. With the 'Core Competencies for the *PGDipPracPsych(Comm)*' providing the framework, the purpose of the case studies is for you to demonstrate the acquisition of these core competencies across the breadth of your practice.

### Delivery

This paper is taken concurrently with PSYC542 and PSYC543. Combined with these, PSYC541 involves regular coursework/supervision meetings. This course (PSYC541) has a particular focus on coursework. The meetings will cover material relevant for the practice of community psychology and will help you to develop professional skills and knowledge, with a particular focus on the writing of the case studies.

### Assessment

You must have completed the following in order to progress to the final oral examination:

- Regularly attended coursework/supervision meetings; and
- Submitted all six case studies on the topics listed above (three of which have been reviewed by an external practitioner; and all six have been approved for submission by your University supervisor).

### Coursework Requirements

During the course of the year you are required to complete, with support from your university supervisor, six case studies. Each case study has a maximum word limit of **4000** words (excluding summary/abstract, references/appendices). ***Due dates***, including the submission of drafts and timeline for providing feedback will be negotiated with your university supervisor, and external reviewer if appropriate.

Each case study will have a specific focus. However, the overall aim of the case studies is to demonstrate the acquisition of the core competencies of community psychology. Each of your case studies will include consideration and demonstration of multiple competencies. For example, every case study will demonstrate reflective practice and critical multi-level analysis. If they don't, then they are failing to meet the requirements for a case study. Every case study will also include consideration of the principles and values of community psychology, as that is the orientation from which you are practicing.

However, there are specific areas that the examination panel wish to see as the focus of case studies. Your case studies must include the following:

#### ***Case Study 1: Organisational Setting***

If you think about your case studies as a series/set, with the examination panel as your primary audience, it is important to think about how you will set the scene for this. Case Study 1 is focused on the setting in which you are undertaking your internship. In Case Study 1 you provide

necessary context for the examination panel, setting the scene for the case studies which will follow. Case Study 1 will introduce you to the process of case study writing, with its focus on describing, as well as better understanding your work setting and its dynamics. Case Study 1 is likely to be the most descriptive case study you will write, as you consider your audience and how to set the scene for them. You can also use Case Study One as an opportunity to engage in a process of analysis which enables you to better understand the setting in which you are working.

Use the process of case study writing which was described throughout this section. Remember, think about your systematic process – purpose, audience, choosing your topic and creating your map. Remember what your purpose is. Remember who you are writing for. Make sure you are clear about your objectives. Each element needs to be carefully considered. Some of the issues you may wish to integrate within your process and explore in Case Study 1 include:

- What are the functions/roles/responsibilities of the organisation?
- What key relationships does your organisation have with other groups?
- What is the organisational structure? Where do you fit in? To whom are you responsible? A diagram might be helpful.
- What are the decision making pathways within the organisation?
- What is your role? You may wish to include a summary job description in the appendices.
- What key tasks are you responsible for?
- Who are your key relationships with?
- To whom are you accountable?
- What organisational dynamics exist? How might these impact on you? Are there challenges you might face in your role because of these dynamics?

### ***Compulsory Competency Case Studies***

Case Studies 2-6 **must** specifically address the following core competencies:

- Cultural Safety
- Ethical Appropriateness;
- Te Tiriti o Waitangi and Biculturalism;
- Community and Organisational Processes and Interventions; and
- Specialist Competencies

These five case studies require you to be very specific in their focus. However, you still have the opportunity to explore a variety of topics within the specific competency areas. In making your decisions remember to consider your purpose, objectives, and audience and the need to produce a ‘set’ or ‘series’ of case studies, throughout which you maintain a sense of continuity. Also, remember that your case studies should be used as a tool to assist you to better understand your setting and the issues you are facing as an intern practitioner. You are not being asked to come up with the ‘right’ answer and the topics you choose to explore do not have to be ‘successful’ or ‘finished’ at the time they are written up.

Further guidance on choosing topics for your case studies is provided later in this section, and will also be addressed in your coursework/supervision meetings.

## Support Provided

The case studies form a major focus of the coursework/supervision meetings, where they will be planned, discussed and presented. Regardless of whether you are enrolled, part-time or full-time, you are **required** to attend coursework/supervision sessions 1-5, as these are focused on gaining the foundation skills required to successfully complete the *PGDipPracPsych(Comm)*. This includes guidance on the writing of your case studies. In addition, the majority of coursework/supervision meetings will offer opportunities for the discussion of your case studies, including activities, literature and resources relevant to the design and completion of your case studies. You will also be required to regularly present updates of your case studies to the class throughout the year. Interacting with other interns and your supervisors provides you with opportunities to test out your ideas and analysis, learning from those around you. You are strongly recommended to take full advantage of the support offered to you.

## Criteria for submitting your case studies for the final oral examination

Supervision will be provided both individually and within a group. Your University supervisor will review and provide feedback on a maximum of **two** drafts of each case study to ensure that it is of a standard suitable to proceed to examination. The stipulations in relation to the number of drafts reviewed is related to investing adequate time into the preparation of your case studies. In addition, you must have at least **three** of your case studies reviewed by an external practitioner. You will be assisted in finding an external reviewer by your University supervisor. The external practitioners will review your case study primarily in relation to its suitability for submission to the final examination panel. On the next page is a template that will guide both your university supervisor and your external reviewer in determining whether each case study is suitable for submission to the final examination panel. Only case studies rated 1 or 2 on the criteria below may be submitted for examination. A rating of 3 indicates there are significant areas of concern which must be addressed before the case study would be judged suitable for submission for your final examination.

All case studies are required to have sign off from your university supervisor prior to being submitted for your final oral examination (see Appendix 7 for Case Study Cover Sheet).

**Level 1**

*Specific to each case study topic, the intern shall evidence:*

- a) A high level understanding of knowledge base/s relevant to the practice of community psychology
- b) A high level understanding and demonstration of skills relevant to the practice of community psychology
- c) A high level of application of knowledge and skills relevant to the practice of community psychology, with all available knowledge bases (research, theory, literature, practice base, values, opinions) consolidated to inform practice
- d) Making the process of practice and decision making wholly transparent through reflective practice and critical multi-level analysis; and
- e) The consistent and systematic application of knowledge, skills and judgment

**Level 2**

*Specific to each case study topic, the intern shall evidence:*

- a) An adequate level understanding of knowledge base/s relevant to the practice of community psychology
- b) An adequate level of understanding and demonstration of skills relevant to the practice of community psychology
- c) An adequate level of application of knowledge and skills relevant to the practice of community psychology, with some available knowledge bases (research, theory, literature, practice base, values, opinions) consolidated to inform practice
- d) Partially making the process of practice and decision making transparent through reflective practice and critical multi-level analysis; and
- e) Being partially consistent and systematic in the application of knowledge, skills and judgment

**Level 3**

*Specific to each case study topic, the intern shall evidence:*

- a) Inadequate understanding of knowledge base/s relevant to the practice of community psychology
- b) Inadequate level of skills relevant to the practice of community psychology
- c) Inadequate level of application of knowledge and skills relevant to the practice of community psychology, with limited knowledge bases (research, theory, literature, practice base, values, opinions) consolidated to inform practice
- d) The process of practice and decision making is not made transparent through reflective practice and critical multi-level analysis; and
- e) Inconsistent and unsystematic application of knowledge, skills and judgment

## Why Use Case Studies?

Originally the case study was used as a formal and an in-depth study of an individual unit where that unit was approached as an example of some larger phenomenon. However, the case study has evolved to become a vital element of professional development able to present a realistic reflection of the complexities of professional practice. Written case studies that link real life issues of professional practice to literature and research, are an effective way of demonstrating the consolidation of theoretical and practical knowledge. They also provide a means by which to evaluate expertise in professional competence, primarily by enabling your analysis and decision making processes to become transparent.

Case studies are a key element of developing professional practice throughout your internship. They provide a tool through which you can learn about the process of analysis and decision making. They also provide the tool by which you are able to make the process of your practice and decision making transparent. You may feel that you work from an intuitive base or do things a certain way because that is just common sense and is the way they should be done. However, a competent practitioner is able to articulate the basis for their decision making.

Writing your case studies requires that you actively analyse, synthesise and evaluate knowledge. It is not a transmissional learning method where you are simply the recipient of knowledge. For some, this may be quite a major shift in learning styles. The world is a complex and contradictory place. Case studies are not focused on coming up with the ‘right’ answer and the topics you choose to explore do not need to be ‘successful’ or ‘finished’ at the time they are written up. Case studies, through utilising reflective practice and critical analysis, help make your practice and decision making transparent. They should be informed by relevant literature and research. Writing them should be an active learning process, in which you engage in reflective practice, critical analysis, and creative thinking about your practice. It is important to become fully engaged in these processes if your practice, analysis and decision making are to become transparent.

The core competencies of *reflective practice* and *critical multi-level analysis* will be fundamental to your case studies. The case studies and the supervision/coursework process associated with them, will teach you how to be systematic in the application of reflective practice and critical analysis. Being required to formally engage in a structured analytical process via the writing of case studies results in you better understanding your own decision making processes, helps you to develop the necessary analytical skills, and provides you with frameworks for future analysis. The transferability of these processes is crucial, in that you are able to apply such analytical processes to other settings and situations in the future. You will have the skills you need to be able to understand complex issues from different perspectives, consider a variety of explanations and courses of action, thus increasing your ability to be an effective practitioner. On completion of your internship, the systematic application of reflective practice and critical multi-level analysis should be embedded within your practice.

There is no one template for writing a good case study. However, you need to approach the writing of each case study in a systematic way, with a clear plan for how you will approach each one. The points below highlight key elements you should consider.

## Purpose of your Case Studies

Case studies can have a variety of purposes. In relation to the *PGDipPracPsych(Comm)* the overall purpose of the case studies is to:

- 1) Demonstrate to the examination panel the achievement of a minimum level of competency in all of the Core Competencies of the *PGDipPracPsych(Comm)*

This is achieved by:

- a) Demonstrating an understanding of knowledge bases relevant to the practice of community psychology
- b) Demonstrating skills relevant to the practice of community psychology
- c) Demonstrating the ability to effectively apply in practice, knowledge and skills relevant to the practice of community psychology, with available knowledge bases (research, theory, literature, practice base, values, opinions) consolidated to inform practice
- d) Making the process of your practice and decision making transparent through reflective practice and critical multi-level analysis; and
- e) Demonstrating the consistent and systematic application of your knowledge, skills and judgment

### **Important Hints**

- Pay explicit attention to the overall purpose (1) as you write your case studies. It will have implications for what you choose to write about, what you actually write and how you write it.
- Pay explicit attention to how the overall purpose is achieved (a-e) as you write your case studies. This will have implications for what you choose to write about, what you actually write and how you write.
- Your case studies form part of the set of evidence you provide to the examination panel to demonstrate that you have achieved a minimum level of competency in the Core Competencies of the *PGDipPracPsych(Comm)*. Over the course of your internship, regularly undertake a self-assessment of your progress in relation to demonstrating the core competencies. List all the competencies and note those which you think you have demonstrated, and how you have articulated these to an examination panel. Creating a visual map will quickly show you if there are any gaps and/or the competencies on which you need to place more focus.

## The Audience for your Case Studies

The primary audience for your case studies is the final examination panel. Being explicitly focused on the audience for your case studies is important. As with the overall purpose, your specific audience will have implications for what you choose to write about, what you actually write, and how you write it. Your case studies must be written with needs of the audience uppermost in your mind.

While the final examination panel is the primary audience for your case studies, you also need to keep in mind who else may view your cases studies, for example, your supervisor and your employer. This will have implications for what you choose to write about and how: for example, you will need to consider privacy and other ethical issues.

**Important Hint**

- Pay explicit attention to who your audience is and what their needs are. This will have implications for what you choose to write about, what you actually write and how you write.

**Choosing a Topic: Your Objectives**

The first part of the case study writing process is to choose a topic for your case study. A case study can explore almost anything within your practice setting/s, for example:

- events/situations that happened in the past
- upcoming events/projects
- relationships within a setting or organisation
- changes over a period of time
- a particular problem you are facing
- a particular event, organisation, situation, group
- ethical issues
- professional issues
- illustrating the application of specific principles or values of community psychology
- illustrating the application of a specific competency
- social issues
- policy development
- programme evaluation
- health promotion
- social change
- community development

Although you have a variety of topics to choose from, remember that each case study needs to focus on a specific topic or issue. How you explore the particular topic can vary. For example, you may choose to address your case study on ethical appropriateness by exploring a particular situation in which you were involved. Alternatively, you may decide your ability to identify and apply ethical principles by exploring a variety of different situations. Similarly, you may prepare a case study focused on cultural safety by exploring a specific set of relationships which exist within your organisation. Alternatively, you might want to demonstrate your understanding of the issue by considering the cultural safety of the services your organisation provides to a diverse range of people. You have quite a lot of flexibility in determining how to approach your case studies.

## Tools for Professional Development

Consideration of *overall purpose* and *audience* are two key elements of choosing topics for your case studies. However, the case studies should also be explicitly used as a tool to better understand your setting and the issues you face as an intern practitioner; in other words, they are an important tool for your own professional development. In choosing topics, consider how writing a case study provides you with an opportunity to understand in detail a particular situation or issue you are facing. As noted earlier, writing your case studies is an active learning process, where you are provided with the opportunity to engage in reflective practice, critical analysis, practical and creative thinking. Being required to formally engage in a structured analytical process via the writing of case studies will result in you having a better understanding your own decision making processes. The case studies provide you with the opportunity to develop the analytical skills required to better understand complex issues from different perspectives, consider a variety of explanations and courses of action, thus increasing your ability to apply such analytical processes to other settings and situations in the future.

The key message here is – use the process of writing your case studies wisely. Before you start writing your case study think about whether there are:

- Specific competencies you wish to explore, or avoid;
- Particular situations, events or issues you wish to examine in more detail; and/or
- Specific questions you wish to answer.

## Creating a ‘set’ of case studies

The case studies you submit for the final oral examination should cover the breadth of your practice, and should illustrate the development and application of the core competencies in your practice.

The writing of your case studies should be approached systematically. You will be encouraged to map out the case studies you plan to write and assess these against the demonstration of the core competencies. One way of doing this is to list the core competencies and identify how you have, or will, demonstrate these in your case studies. Creating a visual map will quickly show you if there are any gaps and/or the competencies on which you need to place more focus. You will regularly revisit and revise your plan as your practical experience increases, which alongside the coursework/supervision meetings will enable your thoughts about your case studies to further evolve.

In thinking about topics for your case studies, it is important to think about how to present a cohesive ‘set’ or ‘series’ of case studies for the examination panel to consider, as opposed to six isolated case studies. Creating a set or series requires maintaining a sense of continuity through them. This can be achieved by regularly reflecting on your development as an intern. Later case studies can revisit analyses made in earlier case studies, to demonstrate how your understanding and practice has developed. Continuity can also be achieved by considering how the topics of your case studies relate to each other. In making decisions about the topic of your case studies, continually remind yourself of the overall purpose of the case study and your primary audience.

Choosing case study topics will be covered in your supervision/coursework sessions and your individual supervision sessions. You are strongly recommended to have consulted with your supervisor prior to finalizing the topics for each of your case studies.

### **Important Hints**

- Approach the writing of your case study systematically.
- Use the case study writing process as a tool for your own professional development.
- Explicitly consider the purpose, objectives and audience for each of your case studies.
- Create a 'set' or 'series' of case studies by maintaining a sense of continuity throughout them.
- Assess your case studies against the demonstration of the core competencies.
- Utilise coursework/supervision meetings to explore choosing topics for your case studies.

### **A Case Study Map: where to go; how to get there; and have you arrived?**

As emphasised earlier, you need to approach the writing of each case study in a systematic way. Having decided on a topic, your next step should be the creation of a map to guide how you approach your case study. You should always do this before you begin the actual writing process. Without a map, you may not know where you want to go, the best way to get there, or whether you have actually arrived!

Remember, you already have the overall purpose and the specific objectives for your case study (listed earlier). They provide you with the final destination of your map. However, in order to be able to start writing your case study, you need to drop down a level and become more specific. The following questions will help you to fill in the route for your map. You may have additional questions of your own.

- What are the specific objectives of this case study? For example, do you wish to demonstrate a specific competency; explore a specific issue; or answer a specific question/s?
- Why did you choose these specific objectives?
- What are the key points you wish to convey to the examiner?
- What are the specific issues you wish to explore in this case study?
- Can these issues be explored within one case study or are they too complex? Do you need to divide the issues across more than one case study?
- What skills do you wish to demonstrate via this case study?
- Are there any ethical issues you need to consider?
- What literature or research bases might you need to explore? Start to develop a list of potential references/resources which may be useful.
- Does this case study contribute to your 'set' or 'series' of case studies? How?

For each of these questions, add detail where you can and make notes of anything potentially relevant that comes to mind as you think about each one. You may not be able to provide detailed answers to all these questions at this point, but keep returning to your map as you begin to write, adding more detail as it becomes clearer for you. These answers will determine what you will include in your case study.

As you write you need to continually check back with the overall purpose and your objectives. Think about:

- Is what you are writing contributing to your purpose and objectives, and taking you in the direction you intended to go?
- If not, consider whether you are going in the wrong direction?
- Or have your objectives changed as your case study has evolved?
- If this is the case, do you need to alter your map?
- What impact does this have on the other elements you included in your map (key points, specific issues, skills etc)?

Mind maps and other visual tools can help you to develop your case study map and plan what you want to say. Displaying your map visually (i.e. on a large piece of paper or whiteboard) means you can look at it as you write, continually reminding yourself of your original intentions. This helps to keep you focused. It can also highlight when you need to consciously alter your map and your writing.

#### **Important Hints**

- You need to know where you want to go, the best way to get there, and when you have actually arrived.
- A map to guide how you approach your case study should be constructed prior to beginning the actual writing process.
- Displaying your map visually can assist you to remain focused during the writing process.
- Your map provides you with an effective tool to ensure you construct a well written case study, with clear purpose, objectives and focus which are appropriate for your target audience. Make sure you use this tool to its full potential.

## **Key Elements of your Case Study**

### **Cover Sheet and other formatting**

Each case study must have a cover sheet. See Appendix 7 for the cover sheet template. Pages should be numbered. It will be useful to have a hierarchy of headings which are clearly distinguishable. Use reasonable size font.

### **Title**

Your title should reflect the overall theme of your case study. A good title will be clear and concise. Often it is useful while writing your case study to keep a working title. During the process, and as your case study evolves you may have ideas for the title that you can note down. Final decisions regarding your title can be made when you have completed your case study.

### **Case Summary/Abstract**

Each case study should include a case summary or abstract. This should provide a synopsis of the key points of your case study and be no longer than 200 words. Its purpose is to give your reader an indication of the information contained within the body of the case study. The case summary/abstract is written last.

## **Introduction**

Your introduction presents the focus of your case to the reader. This may involve introducing the reader to your specific objectives, the rationale for your particular focus and the key issues you will be exploring. You need to ensure that you provide the reader with enough information to be clear about what it is you intend to do in your case study. You don't want to provide too much information and give away the whole story, but nor do you want the reader to be half way through before they are able to figure out what your focus is. Get to your point as quickly as possible, whilst at the same time ensuring you are providing the contextual information necessary for clear understanding. Your introduction should also motivate the reader to want to read your case study.

## **The Core of your Case Study: reflective practice and critical multi-level analysis**

At the heart of your case studies are the competencies of reflective practice and critical multi-level analysis. Remember your case study aims to make the process of your practice and decision making transparent. You do that by being systematic in your application of reflective practice and critical analysis, which includes making appropriate connections with literature and research knowledge bases. Remember the purpose of utilizing literature and research in your case studies is not to demonstrate you know how to write a literature review. It is to show that you can utilize literature, research and knowledge bases effectively to enhance your own professional practice, whether this is by testing out a variety of explanations for a situation or event, enhancing your understanding of a concept, or exploring how a particular competency might operate in a given setting. The examiners are looking to see how you consolidate knowledge, skills and practice, both in terms of how your practice is informed by literature, research and theory, as well as in relation to how your practice informs the literature/research/theory base. That is, 'practice-based evidence'; how does your practice impact on your understanding of the literature/research/theory?

There are a variety of literature, research and knowledge bases you can use. For example, you have those which are familiar to community psychology and applied social psychology. You also have knowledge bases in allied disciplines, such as social work, nursing, sociology, geography and management. And because community psychology is truly an interdisciplinary discipline, you may find yourself in very diverse disciplines; for example finding yourself in the 'Women in Construction' journal should not be cause for alarm! You need to be very lateral in your thinking, being ready more often than not, to move outside the boundaries of psychology.

Regardless of the literature source that you use, it is important to remember that you are attempting to construct a case study that demonstrates your competency in specific areas. You are constructing a particular argument to communicate to the examiners. The stronger your argument, the more convinced the examiners will be of your competence. The strength of the evidence you use to support your argument is critical. As you will know from your graduate training, you strengthen your arguments with the use of supporting evidence. Remember, not all literature and research is considered equal and you must pay attention to the quality and credibility of the sources you are using. In addition to validity, issues such as recency and relevancy are important to consider.

Because of the variety of topics with which you are able to engage in your case studies, it is impossible to provide you with an exhaustive guide to undertaking reflective practice and critical analysis in your case studies. As is pointed out earlier, these competencies underpin your ability to demonstrate all the core competencies and are fundamental to your practice as a community psychologist and the *PGDipPracPsych(Comm)* provides a deliberately structured process to assist you develop your competency in these areas. The earlier discussion in the 'Core Competencies' section provides you with some tools to assist you to feel confident that your case studies are demonstrative of reflective practice and critical multi-level analysis. Make sure you are familiar with these points and effectively utilize all the tools provided for you.

### **Conclusion**

Your conclusion should draw your case study to a logical close. A good conclusion will restate what you intended to do, review your key points and any conclusions you may have reached. You want to leave the reader feeling as if the story has been completed, with no unfinished business remaining. The end should not be able to be detected only because the words have run out! As with the rest of your case study, you need to think about the audience, purpose and objectives when you are writing your conclusion.

### **References/Appendices**

Your work should be consistent with APA style. You should be familiar with APA style requirements, however regardless of your level of familiarity, accessing a guide to check out the requirements can be extremely useful. Remember to check that all citations made in the text are included in your reference list, and that all entries in your reference list are cited in your text. Appendices follow your reference list. Check that your appendices are numbered correctly as they appear in the main body and use appropriate heading levels. Attention to detail is an important professional skill.

### **Communicating Purpose and Objectives to your Audience**

All case studies will demonstrate the core competency of communication, in which you are able to effectively communicate your purpose and objectives to your audience. Below are some points which can help to ensure you do this effectively.

### **Structure and Flow: logical writing**

It is very important to pay attention to the way in which you are constructing your case study, in terms of its readability. Structure and flow are key elements of readability. A case study which has good flow means an examiner is able to easily follow your train of thought. You don't want the examiner to have to fill in the gaps or have to construct the logic of your argument themselves. You want them to reach the end of your case study, able to say they could follow where you wanted to go, know that you arrived and understand how you got there. In the same way that you created a map for yourself to follow before writing your case study, your case study needs to include *signposts* for the reader. Make sure you are taking the reader with you by:

- Telling them where you are intending to go so they can easily follow you;
- Maintaining a cohesive thread through your case study by creating clear transition points between paragraphs and subsections;
- Telling them when you have got to where you said you are going;

- Reminding them of where you have been, and how it relates to the objectives of your case study; and
- Using sub-headings, and appropriate heading levels, to break your case study into manageable and useful sections.

Using mind-maps and other visual tools to map the structure of your case study can identify whether the flow of your arguments are effective in enhancing readability and comprehension, or if it is a barrier to you effectively communicating your key points and achieving your objectives. Another strategy is to note down all sub-headings to see if you are achieving the flow you anticipated and are providing enough signposts for the reader.

Remember your examiner has to read all six of your case studies, as well as your other assessment material. And, it is highly unlikely they will be examining just you. The examiners will have a lot of information to read so it is critical that you make this task as easy as possible for them. Examiners DO notice and make comment when specific attention has been paid to the needs of the reader.

### Content

Common questions faced when writing case studies are: “what do I include?” and “what do I leave out?” Answering these questions requires that you go back to your purpose, objectives and audience. Decisions regarding inclusion and exclusion should be made with reference to these. You only have 4000 words for each case study. You must be able to justify every word you use against your purpose, objectives and audience.

Real life situations and issues, which is what your case studies will be focusing on, are complex. Deciding how you will communicate this complexity should be based on what the reader needs to know in order to understand what you wish to tell them – your purpose, objectives and audience again! Decisions regarding what you will include in your case study should consider the importance of making your practice and decision making transparent, and conveying a systematic application of reflective practice and critical multi-level analysis.

Specific details enable the reader to understand your key message and more importantly, how you got there. Too much detail and the reader will become confused. ‘Background noise’, ‘red herrings’, unnecessary information and/or information which is of interest to you, but not essential to flow and logic of your case study will confuse and distract the reader. On the other hand, too little detail and the reader will not be able to understand your purpose and objectives. Some details are essential if your story is to make sense. You need to assess whether your case study is written in such a way that the examiner has to fill in the gaps and draw points together for themselves. In some cases you may also choose to inform the reader explicitly about what areas you are *not* going to explore in your case study. Making this clear, means the reader will not spend time wondering if you had considered certain things and speculating why they may not have been included.

You must decide which information is truly useful to your purpose, objectives and audience. You are aiming to include information which clarifies, enhances or supports the arguments you are making. Making decisions on what to include and what to exclude is both a skill and an art.

Remaining focused on purpose, objectives and audience; creating a map prior to writing your case study; using signposts for the reader; and critiquing your flow and structure are all tools you can use to make decisions which will enhance the effectiveness of your case studies.

### Writing Style

Every person has their own writing style. There can be a tendency to think that writing which occurs within the context of an academic institution exists in a different sphere. Many interns have said that they have difficulty with ‘academic’ writing. However, writing within an academic context is no more difficult or special than any other context. What is different is that we may be asking you to engage at a higher level in reflective and critical thinking, which you also support with reference to relevant literature and research. However, whether you are writing a letter, cook book, novel, or case study, the aim is the same – to effectively communicate with your audience. With this in mind, your writing style for your case studies will be influenced by your purpose, objectives and audience. Below are some points to consider in relation to writing style:

- Write simply, clearly, and concisely.
- We recommend that you write in the first person (e.g. using the pronouns “I” and “my”). Although this is not universally encouraged in academic writing, it has several advantages in your case studies. It is generally simpler and more straight forward. It helps create a relationship with your reader. It can be more transparent. For example, “I decided that...” makes it very clear the decision was yours. “It was decided that...” is much more ambiguous.
- Do not assume your examiner has an in-depth understanding of the setting in which you are working.
- Check that you understand what you have written and that it makes sense. If you don’t understand it, then you can 100% guarantee an examiner will not.
- Identify what you want your sentences and paragraphs to convey and check whether you have done that in the simplest and easiest way possible.
- Pay specific attention to your word choice. Avoid words or sentences which do not enhance, support, or clarify the point you are making. Ask yourself whether the word/s you have chosen best reflects the point you wish to make. Remember you should be able to justify every word that you use.
- Don’t use ‘etc’. It adds nothing to a sentence.
- Avoid value laden statements or terminology which may be ambiguous. This is particularly the case when using adjectives or adverbs. For example, an organisation may be described as ‘a typical government organisation’. The word ‘typical’ is ambiguous and potentially very value laden, meaning different things to different people, depending on their experience and perspective. Its use renders the sentence meaningless and has the potential to become misinterpreted, creating unnecessary difficulty for both you and your examiners.

- Be consistent in your use of terminology. For example, if you talk about ‘inequality’, then don’t use the term interchangeably with ‘inequity’; or if you are talking about cultural safety, don’t use it interchangeably with cultural sensitivity. Consistency helps a reader follow the logic of your argument. Inconsistency causes distractions and confusion.
- Avoid the use of jargon or complex terminology and language. Where this is unavoidable, make sure such terms are explained. Don’t assume the examiner will have technical knowledge specific to your role. Leaving it for the examiner to find out, means you are asking them to do part of your job. Ask yourself – “is the type of impression I wish to make on an examiner”?
- Use paragraphs effectively. By grouping sentences which relate to a similar idea/point, paragraphs are a mechanism which should enhance the readability of your case study.
- Consider using diagrams to convey complex relationships or points.
- Pay attention to formatting, including, for example, the correct use of heading levels, page breaks, page numbering, line spacing and text formatting.
- Use APA styles for citations and referencing. Make sure you use a guide to ensure correct formatting.
- Provide headings for all tables and figures.
- Proof your work carefully. One trap in proof-reading your own work is reading what you intended to write rather than what is actually on the page. To help avoid this trap leave your work for a few hours or a day before proof-reading it. Read it very slowly, out loud, one sentence at a time. You’ll find that you are able to pick up errors or see any particular writing habits you have. Excessive use of “this” without specific clarity, or starting sentences with the same words (eg. The, This, Thus, That) are some common examples. You can also give it to someone else to proof-read.
- A case study is more than just the words on the page. Your final presentation is also important and makes an impression on the examiner. Page layout, formatting, spelling and grammar all contribute to the readability of your case study. Presenting an examiner with a case study which is poorly presented and includes errors implies to an examiner you do not pay attention to detail and/or value the importance of presenting a case study which considers the needs of the reader. Again, ask yourself “is this the impression I want an examiner to have after reading my work”?
- Your first draft is never your final draft. Always allow time to revise and redraft your work (before you submit to your supervisor for their feedback).

### **Reviewing your Case Study: your first draft is never your final draft**

Your case study should be reviewed and revised several times prior to its final submission to the examination panel. All case studies will be reviewed by your supervisor and feedback provided. Some of your case studies will also be reviewed by an external practitioner. However, your own review process should also be built into the writing of your case study. The purpose of reviewing your case study is to test its effectiveness in relation to its purpose, objectives and audience. You should always review your case study prior to submitting it to your supervisor for feedback. Some points which you can use to develop your own systematic review process are provided below. It will help if you approach this task by putting yourself in the shoes of an examiner who is reading your case study.

Points to consider which are relevant to your case study map include:

- Is your topic area clearly articulated?
- What did you intend this case study to demonstrate (e.g. competency, skills, knowledge)?
- What are your objectives? Does your case study meet these objectives?
- What are the key issues you intended to cover? Do you cover these issues?

Points to consider which are relevant to the application of reflective practice and critical multi-level analysis include:

- Have you made the process of your practice and decision making transparent?
- Do you provide enough evidence to support your practice and decision making processes?
- Have all relevant issues been explored and analysed in enough depth?
- How strong are the arguments you are making? Is your reasoning valid?
- Is your analysis too simplistic? Have you oversimplified complex ideas?
- What is the strength of the evidence you have used? (i.e. recent, local, relevant, convincing?)
- Have you drawn on the most appropriate literature bases to support your arguments?
- Are logical connections between theory and practice made?
- Have you included 'background noise' and/or 'red herrings'?
- Is important information missing?
- Have you made unsupported generalizations?

Points to consider which are relevant to your writing style include:

- What tone have you written in? How will a reader respond to this tone?
- Is your case study logically written? How well can it be read? Does it make sense?
- Have you created effective signposts? Is it clear where you are going, how you get there and when you have arrived?
- Have you created effective transition points which aid the reader?
- Have you made effective use of sub-headings?
- Have you paid attention to your writing style (simple, clear, precise and concise)?
- Is your case study well presented (formatting, spelling, grammar, APA format)?

## **PSYC542 - Professional Issues in Psychology**

### **Objective**

The objective of this course is to provide you with the opportunity to develop knowledge and skills in the professional practice of psychology, both generally and specifically in relation to community psychology.

### **Delivery**

This paper is taken concurrently with PSYC543 and PSYC541. Combined with these, PSYC542 involves regular coursework/supervision meetings. This course (PSYC542) has a particular focus on coursework. The meetings will cover material relevant for the practice of community psychology and will help to develop professional skills and knowledge.

### **Assessment**

You must have completed the following in order to progress to the final oral examination:

- Regularly attended coursework/supervision meetings; and
- Completed Weekly Practice Logs, which includes 40 weekly entries

### **Coursework: Weekly Practice Log**

As part of your enrolment in PSYC542, you are required to maintain a Weekly Practice Log. In this log you will note the activities you were engaged in over the last week, as well as your critical reflections on professional and ethical issues which emerged in relation to those. You are required to complete one entry per week (full-time students). Full-time students are required to have 40 weekly practice log entries. Part-time students are expected to have at least 40 entries, with each entry covering no more than two weeks. Your Weekly Practice Log entries are submitted to the examination panel.

Updates and discussions of issues arising from your practice logs are integrated in the coursework/supervision meetings. Such issues may include how you have addressed specific situations/issues, alternative responses you might have had, and how relevant theory and research can inform your approach in addressing these situations/issues.

The Weekly Practice Log provides the 'raw data' for your Project/Casework Folio. The Project/Casework Folio is required assessment for PSYC543 and submitted for the final examination (details provided in the following section).

### **Weekly Practice Log: a professional development tool**

As with all assessment requirements, your Weekly Practice Log contributes to the overall purpose of demonstrating to the examination panel that you have achieved the core competencies of the *PGDipPracPsych(Comm)*. The main contributions of the practice log are to:

- a) Record your practice activities and
- b) Demonstrate your ability to critically reflect on your practice.

We have already described reflective practice and its close cousin, multi-level analysis. Much of what is contained in those pages is equally applicable to case studies and practice logs. However, there is an important distinction. The case studies should emphasise “big-picture” reflection and analysis.” The issue or topic considered in each case study will have developed over a period of time. You will have had time to develop a high-level synthesis and draw conclusions. On the other hand, the reflection and analysis in your practice log is more immediate, dealing with issues as they arise. In other words, the log is located much more closely to the everyday experience of practice. It presents your practice as a “work in progress.”

Your Weekly Practice Logs provide the examiners with a mechanism by which to explore your development as a practitioner as you progress through your internship. With weekly entries, examiners are able to get a sense of your incremental development, the issues and challenges you are facing, the strategies you utilise to address these and your overall core competency development.

Your practice log provides you with a structured space by which you engage in a process of reflection on the activities/events/ situations/issues within your workplace. Via this process, your understanding of your setting, role, and the personal, social, political and cultural factors which are shaping it and the interactions occurring within it develop. In addition, your practice logs and your subsequent analysis of them will assist you to explicitly identify patterns in your own practice. For example, what types of issues do you tend to focus on? What things do you notice and give credence to? How have you resolved issues? What has been effective for you? What things do you overlook or downplay? What connections do you make between events? How readily do you look for alternative explanations? This type of analysis is critical for completing your Project/Casework Folio.

With practitioner expertise developed by reflection on your experiences, internalising the process of reflective practice will enable you to develop incrementally as a practitioner, building your expertise as your experiences provide you with more depth on which to build. Writing forces you to seek clarity of thought, with illogicalities, gaps and contradictions hidden in thought and speech, often being exposed when you write. Your weekly practice log becomes a tool to help you identify what you understand clearly and what issues you need to work further on. Ideally your entries should show an increasing depth of analysis as your internship progresses. Feedback on your practice logs, with a particular emphasis on the development of your skills in reflective practice and critical analysis is provided by your university supervisor to assist you effectively utilize the learning opportunities which exist within this task.

Completing weekly entries in your practice log may seem to be somewhat of a burden, time consuming when your time is precious. However, the aim is for critical reflection to become routinely integrated and embedded within your practice. Reflecting on your experiences builds your ability to think through complex issues and create strategies to address them.

### **Choosing the focus for each weekly practice log**

The focus for each practice log entry can vary. For example, there may be a particular event or development which has important implications for your practice, or for your ability to fulfill your role. Alternatively, you may wish to describe a particular pattern you have observed in relation to

how decisions are made in your setting or how inter-group relations are conducted. Or, you may wish to focus on a particular issue which has arisen during the week, either from your work, more generally in the organisation, or in the wider community.

However, as with your case studies, think strategically when selecting your topic for each log. Your practice logs should be explicitly used as a tool to better understand your setting and the issues you face as an intern practitioner. In choosing topics, consider whether there are specific competencies which you wish to explore; particular situations/events/issues you wish to examine in more detail; a specific question you wish to understand further; or one you have explored previously and wish to return to. Remember your weekly practice logs provide the examiners with a sense of your incremental development as a practitioner over the course of your internship. With this in mind, it is important to be aware that the examination panel will wish to see evidence of your ability to think across multiple levels. Make sure that you are able to vary your commentary across the micro (intra-personal and inter-personal levels) to the broader socio-political context.

### **Weekly Practice Log: Requirements**

You are required to complete a Weekly Practice Log for a total of 40 weeks (full-time). Your entries should be e-mailed directly to your supervisor, every two weeks. To enable planning to occur for your weekly coursework/supervision meetings, these should reach your supervisor by 5pm every Monday. You can expect feedback on your journal entries – fortnightly at first, but less frequently as you become more familiar with the requirements and skilled with your reflective practice and critical analysis skills. Please ensure that you keep a backup copy of all your Weekly Practice Logs.

Each log should be approximately 750-1000 words and include the following:

- 1) Begin each log with a **brief summary** of the week's activities. This should not go into details: a list in bullet point form is fine. The aim is that the first part of your entry should provide a very brief account of your work activities.
- 2) Write a **short description** which explains in more detail the issue/event/development you are exploring in this week's log. This should include the identification of the primary issue/event/development you are wishing to focus on in your entry, as well as establish any necessary context for your critical reflections which will follow. Make sure you are not trying to cover too much in each entry. It is much better to focus on one or two overall issues in each entry.
- 3) Write **your critical reflections** on the primary issue event/development you are focusing on. Here, you are analytic, as opposed to descriptive. Make sure you are familiar with the points outlined earlier under reflective practice and critical analysis. In particular, at the core of critically reflective practice is an awareness of one's own knowledge, assumptions and past experiences, and involves the ability to look at oneself in relation to others and the wider world. It requires the ability to stand back and critically examine one's own thinking patterns. Use the specific questions posed in the earlier sections on reflective practice, critical multi-level analysis and the case studies, to help you build your own framework to use when

writing your practice logs. Identifying particular questions you might begin by routinely asking yourself is a good starting point. Try to keep your critical reflections focused on issues as opposed to personalities. For example, you may wish to critically reflect on the management style of a colleague. Focus on better understanding the issue of relationship skills and management, as opposed to the specific characteristics of the colleague in question.

- 4) Where relevant, incorporate in your critical reflections linkages to relevant literature and research.

Although the entries in your practice log are a relatively short writing exercise each week, they still demonstrate the core competency of communication, in which you are able to effectively communicate your purpose and objectives to your audience. This requires that attention be paid to the fundamentals of good communication; logical writing, content, writing style, and revision. Make sure you are familiar with the points highlighted in the earlier section regarding case study analysis. As with reflective practice and critical analysis, effective communication should become routinely integrated and embedded within your practice.

## PSYC543 – Practice of Psychology

### Objective

The objective of this course is to, through supervising your day-to-day practice of community psychology throughout the period of enrolment, develop skills in the practice of community psychology. Students who have completed this course will be able to effectively apply, in practice, knowledge and skills relevant to the practice of community psychology.

### Delivery

This paper is taken concurrently with PSYC542 and PSYC541. Combined with these, PSYC543 involves regular coursework/supervision meetings. This course (PSYC543) has a particular focus on group and individual supervision. Supervision meetings will include:

- Discussion of issues arising from students Weekly Professional Practice Log (PSYC542)
- Discussion of professional/ethical issues raised by students and their case work (PSYC543 and PSYC541)
- Discussion of recent research relevant to case studies
- Discussion of the progress of ongoing internship work
- Setting tasks/goals for follow-up at the next session.

Individual supervision sessions with a University supervisor will be arranged with the student and will be reviewed regularly. Students should also meet either fortnightly or monthly with their workplace/external supervisor.

### Assessment

You must have completed the following in order to progress to the final oral examination:

- Regularly attended coursework/supervision meetings; and
- Submitted your Project/Casework Folio (which has been approved for submission by your University supervisor).

### Coursework Requirements: Project/Casework Folio

As part of your assessment requirements for *PSYC543 – Practice of Psychology*, you are required to submit a *Project/Casework Folio*. As noted in the preceding section, your Weekly Practice Log is the basis for your Project/Casework Folio, essentially providing the ‘raw data’ you analyse and critically reflect on. You will also need to review your case studies, as these will provide important information that will assist you to write your Project/Casework Folio.

Your *Weekly Practice Log* entries are focused on your weekly activities. Although they include analysis from multiple levels, the focus is relatively micro, with their purpose being to provide the examiners with a mechanism to explore your incremental development as a practitioner as you progress through your internship. Your *Case Studies* are specifically focused on making the process of your practice and decision making transparent, via the consolidation of theoretical and practical knowledge and the systematic application of reflective practice and critical analysis. Your *Project/Casework Folio* completes the picture for your examination panel by presenting them with an overview of your internship activities, what you learnt, key issues and challenges, strategies to address these, your effectiveness as a practitioner, conclusions you are able to draw

on completion of your internship, and your overall progress in achieving a minimum level of competency in all the core competencies of the *PGDipPracPsych(Comm)*. In this assessment you are required to step back and critically reflect on your internship from a wider perspective.

**Due dates**, including the submission of drafts and timeline for providing feedback will be negotiated with your University supervisor. Your Project/Casework Folio should be no more than **3,000** words (excluding References/Appendices).

Your Project/Casework Folio should contain the following three sections:

**Section 1** contains an overall summary of the work you undertook during your internship period. Here you provide a summary of your work roles and description of the major areas of work/projects you were engaged in. Your weekly practice log entries will provide you with information to complete this section. This section is primarily descriptive, with its purpose being to provide your examiners with a clear and concise overview of your internship activities.

**Section 2** contains your critical reflections on your overall internship. The purpose of Section 2 is to step back and critically reflect on your internship activities from a wider perspective, with the focus being on your ability to engage in a process of mega-reflection. Issues you may choose to explore in Section 2 include:

- What you have learnt overall?
- What have been your key challenges?
- How have you addressed these key challenges?
- Have your decision making processes changed throughout the duration of your internship? How?
- Are you an effective practitioner? Why? Why not? How do you measure/judge your effectiveness?
- On completion of your internship, what conclusions can you make in relation to your practice?
- What are some of the macro issues, for example the broader policy, funding or political environment, which may have impacted on your internship activities?

Your weekly practice log entries and your completed case studies will provide you with useful information to help you complete Section 2. More specifically, by reviewing your practice log entries you should be able to identify some overall themes which provide a useful framework for Section 2. For example, it may be in reviewing your practice log, you identify that issues relating to building collaborative relationships, working in culturally safe ways and enhancing community access to resource bases tend to reoccur or are discussed a lot. You might then choose to structure some of your analysis in relation to key learnings and overall challenges around these themes. You should also be utilising the work you have done in your case studies and drawing on that analysis in this section. Where relevant, you should draw on relevant literature to strengthen and deepen your analysis. Coursework/Supervision meetings will assist you to identify your overall themes for Section 2.

**Section 3** contains a summary self-assessment of your competence as a community psychologist. You are required to review the core competencies of the *PGDipPracPsych(Comm)* and write a brief summary statement about your progress in achieving a minimum level of competency in each of the 7 foundational competencies, the 3 practitioner competencies, and any specific specialist competencies. Included within each statement should be reference to the evidence base (where/how) which supports your demonstration of each particular competency. References to relevant case studies, weekly practice log entries and supporting material in your appendices may be useful. You may also wish to make comment on what you see as your goals for the next part of your career. Throughout your coursework/supervision meetings you will be regularly engaging in self assessments of your progress against the competencies. These assessments will be of assistance to you when completing Section 3.

**Appendices** will contain a) your weekly practice logs; and b) other material which documents your internship activities and provides evidence of competency achievement. For example: reports you have produced as part of your internship activities; evaluations of your work; materials/resources you may have developed (for example, training programmes, research/evaluation tools), and relevant media coverage are all examples of what might be included in your appendices. Be selective in the material you choose to include here, focusing on quality, and not quantity. Depending on their size, you may wish to bind or submit your appendices separately.

In writing each of the above sections, where relevant refer the reader to specific case studies, weekly practice log entries and supporting material in your appendices. In doing so, remember to keep your audience in mind. It gets very annoying for an examiner to have to continually flick back to a practice log entry or specific case study. If you refer to something you have already written about, provide the examiner with some very brief context to jog their memory. A page number, case study number or practice log number will not assist the examiner to recall details about a situation/event/issue etc.

### **Submission of your Project/Casework Folio: Criteria**

Your university supervisor will provide you with feedback on your draft project/casework folio. Below is the template which guides your university supervisor in determining whether your project/casework folio is suitable for submission to the final examination panel. Only Project/Casework Folio's rated 1 or 2 on the criteria may be submitted for examination. A rating of 3 indicates there are significant areas of concern which must be addressed before your project/casework folio would be judged suitable for submission for your final examination.

**Level 1**

*The intern shall evidence:*

- a) A high level understanding of knowledge base/s relevant to the practice of community psychology
- b) A high level of skills relevant to the practice of community psychology
- c) A high level of application of knowledge and skills relevant to the practice of community psychology, with all available knowledge bases (research, theory, literature, practice base, values, opinions) consolidated to inform practice
- d) Making the process of practice and decision making transparent through reflective practice and critical multi-level analysis; and
- e) The consistent and systematic application of knowledge, skills and judgment

**Level 2**

*The intern shall evidence:*

- a) An adequate level understanding of knowledge base/s relevant to the practice of community psychology
- b) An adequate level of skills relevant to the practice of community psychology
- c) An adequate level of application of knowledge and skills relevant to the practice of community psychology, with some available knowledge bases (research, theory, literature, practice base, values, opinions) consolidated to inform practice
- d) Usually making the process of practice and decision making transparent through reflective practice and critical multi-level analysis; and
- e) Usually being consistent and systematic in the application of knowledge, skills and judgment

**Level 3**

*The intern shall evidence:*

- a) Inadequate understanding of knowledge base/s relevant to the practice of community psychology
- b) Inadequate level of skills relevant to the practice of community psychology
- c) Inadequate level of application of knowledge and skills relevant to the practice of community psychology, with limited knowledge bases (research, theory, literature, practice base, values, opinions) consolidated to inform practice
- d) The process of practice and decision making is not made transparent through reflective practice and critical multi-level analysis; and
- e) Inconsistent and unsystematic application of knowledge, skills and judgment

## Stakeholder Feedback: Requirements

Stakeholder feedback is also submitted to the examination panel, with feedback required from your workplace/external supervisor and 3-4 other stakeholders able to comment on your practice.

### Workplace/External Supervisor

Three assessments are required from your workplace/external supervisor at equal intervals throughout your internship period (see earlier section on Supervision). For example, if you are completing your *PGDipPracPsych(Comm)* fulltime (ie 40 weeks supervised practice), your workplace/external supervisor will provide assessments approximately every three months. See Appendix 6 for the template to be used. An electronic copy is available for you to provide to your workplace/external supervisors.

### Other Stakeholder Feedback

To ensure a broad appraisal of your work and to provide a measure of accountability to the wider community, the panel will also consider feedback from people with whom you have worked and who are able to comment on your practice as an intern community psychologist. Such people include colleagues, clients, people in other organisations or units with whom you have worked, commissioners and other consumers of your research, and people you have supervised or trained. While university staff will oversee the actual process of gathering feedback from stakeholders, you need to make some of the preliminary arrangements.

1. **Identify Stakeholders:** Stakeholders should not be randomly selected. You should think strategically about who to select, why and what questions to ask of them. For example, if you particularly wish to highlight your competency in relationship skills, make sure you select a stakeholder you know will be able to comment on this and ask them relevant questions. You will be provided with opportunities to discuss stakeholder feedback in your coursework/supervision meetings.
2. **Seek Permission:** It is your responsibility to ask the stakeholders if they are prepared to provide feedback and how they would like to participate. That is, they can respond via e-mail, over the telephone or on hard copy sent to them. Explain the options and the process when you ask them to participate. Remember too that you have the option of inviting people to your oral examination, including the interview. Some stakeholders may prefer to speak to the examination panel face-to-face.
3. **Identify Questions:** Appendix 8 contains a list potential questions. You can also choose to write your own questions. Remember basic principles such as being clear and avoiding double-barreled questions which may be confusing to understand and difficult to answer. A small number of focused questions (2-4 questions) is often the most effective in obtaining useful feedback from your stakeholders.
4. **Provide Information to University:** Give your university supervisor the appropriate contact details for each stakeholder (i.e. e-mail, postal address and telephone). Make sure it is clear which questions should be asked of each stakeholder. Note that the questions will not be sent out until they have been approved by your supervisor.

You need to have the above arrangements for the collection of your stakeholder feedback completed **6** weeks before your examination. Your university supervisor will then organise the process of collecting the feedback and collating it into a document which will be given to the examination panel. You will receive a copy of all stakeholder feedback prior to your examination.

## Final Oral Examination

In the final oral examination an examination panel reviews your coursework across all three papers and examines your competence in relation to the core competencies of the *PGDipPracPsych(Comm)*. Final oral examinations will usually occur once per year in February.

## Eligibility to proceed to examination

To be eligible to sit the examination, you will need to have:

1. Completed a minimum of 1500 hours in the practice of psychology
2. Regularly attended coursework/supervision meeting
3. Submitted Six Case Studies, approved for submission by your university supervisor (PSYC541)
4. Completed all your Weekly Practice Logs (PSYC542)
5. Submitted your Project/Casework Folio, approved for submission by your university supervisor(PSYC543)

Items 3-5 comprise your 'Exam Portfolio'.

You need to submit **three copies** of your Exam Portfolio. It is up to you whether you bind all the documents together or submit them as separate volumes.

Your complete Exam Portfolio **must** be submitted **three** weeks prior to your examination. Failure to do this will mean you must wait to sit the next examination. This may require re-enrolment for a further period if you have not completed the appropriate hours in practice and/or have not completed and/or submitted the required coursework. In these cases you must be enrolled until the work is finished, and may sit the next exam offered if you have completed the course requirements by that date.

## Examination Panel

The examination panel will consist of no less than two external examiners, at least one of whom will be a registered psychologist. The external examiners will not have had any formal contact with you (i.e. reviewed any of your work). At least one panel member must be a woman, and at least one person will represent kaupapa Māori interests.

Two other people assist in the process. Firstly, your university supervisor will be present in all discussions held by the examination panel, including the oral examination itself. Their specific role is to provide clarity and contextual information where required: they are not an examiner. Secondly, another staff member will chair the examination process, including presentation, interviews and deliberations.

## Final Oral Examination: Process

The final oral examination will normally consist of two parts:

1. A seminar presentation on some aspect of your work to be presented to the examination panel, interested staff and students, and any other people you wish to invite. The presentation will be approximately 20 minutes long. Additional time will be allowed for questions.
2. An interview with the examination panel.

You are encouraged to invite support people to attend both the presentation and/or the interview with the examination panel. Support people will be invited to comment, if they wish, on your practice, and/or specific aspects of your work with which they are familiar. Make sure to advise your supervisor of the number of people you wish to take in with you, and if there are particular cultural processes you would like accommodated within your examination process.

## Examination Outcomes

The examination panel makes a consensus recommendation to the Chairperson of the School of Psychology. There are four possible outcomes of your examination:

1. Pass.
2. Pass; conditional upon satisfactory completion of further written and/or practical work.
3. Fail; further work and re-sit examination.
4. Fail.

A Pass recommendation is needed for you to be awarded the *PGDipPracPsych(Comm)*.

Should you be awarded Option 3 (Fail; further work and re-sit examination recommended), you will be permitted to re-sit the final examination only once.

You will normally be notified of the outcome on the day that you sit the examination. Formal notification of the outcome will follow by way of written feedback from the examination panel.

## Assessment Criteria

In making its decision, the examination panel will consider your performance in the examination (including your seminar), your Exam Portfolio, and feedback from your on-site supervisor(s) and other nominated stakeholders. To grant a pass in the final oral examination, the panel needs to be satisfied that you have demonstrated and reached a minimum level of competency in each of the core competencies of the *PGDipPracPsych(Comm)* and your specialist competencies, on completion of your internship.

Remember that the competencies refer to the component skills or knowledge that contribute to the whole, and it is important they are read in a holistic manner. In relation to any one competency, it is **not** necessarily a requirement for you to have demonstrated it in **all** of the ways listed. Rather, the examination panel will consider the evidence available in determining whether, **overall**, you have achieved the minimum level in **each** competency. During the

examination process, consideration of these will begin with a discussion of the extent to which you have exhibited each competency in your coursework submitted. In addition, achievement of some competencies can be achieved via your graduate training, for example the research competency is demonstrated via the completion of your thesis (Masters or Doctoral). Throughout this process, competencies the examiners are uncertain about will generate questions about them.

### Where a Pass mark is not awarded

You cannot be awarded a pass unless the panel is satisfied you have achieved a minimum level of competency in all of the competencies. However, if the panel considers that a failure to achieve one or more competencies can be remedied, they may either award a:

1. **Pass; conditional upon satisfactory completion of further written and/or practical work.** The panel will specify in writing which areas of competency need improvement, what work is required to adequately demonstrate that competency (or competencies), and a time frame for completion of that work. You will receive a pass if the stipulated requirements are completed by the due date, and are, in the view of the examination panel, of the required standard. If the stipulated requirements are not completed, a Fail will be recorded.
2. **Fail; further work and re-sit examination.** The failure to demonstrate competency is considered of a level that warrants re-examination. The panel will specify in writing the competency areas that need improvement, and what work is required to adequately demonstrate that competency (or competencies). The student may schedule a re-examination no less than three months and no more than six months from the date of the previous examination. Re-examination scheduling must be approved by your university supervisor(s). You will receive a pass if the stipulated requirements are completed by the due date, and are, in the view of the examination panel, after re-examination, of the required standard. You may attempt a re-sit of the examination only once.

### *Appeals*

A student who wishes to appeal the decision of the examination panel may do so through the appeal process specified in the University Calendar that is current for the year in which the appeal is lodged.

### Preparing for the examination

You will cover exam preparation in your coursework/supervision meetings. Below are some tips to help you.

### Presentation

The presentation is an opportunity to show-case your work. Remember that you will not be able to describe your whole internship in the time available (20 minutes) so you need to be very selective about what you present. One approach is to focus on a particular aspect of your work or a particular project you undertook during your internship. Another approach is to focus on one or two interesting issues relating to community psychology which arise from your internship. Keep things clear and simple for your audience. Don't cover topics which require a lot of background

context to fully understand them. Keep your content to what can be logically and easily covered within the timeframe.

You should be well practiced at giving verbal presentations by now. All the usual tips for giving presentations apply, for example, plan well, know your material, speak clearly and confidently to your audience, and utilise appropriate audio/visual aids. Remember you know more about your topic than anyone and everyone is there because they are interested in learning about your internship. Be enthusiastic and keep it interesting for your audience.

### Interview

The majority of questions from the examiners will focus on issues arising from your exam portfolio, for example seeking clarification on issues you have raised, or in some cases, not raised. In some cases, examiners may ask you to expand your analysis of particular issues or explore other areas of interest to them. In preparing for the interview, you will find it useful to review your Exam Portfolio. Be familiar with your case studies, weekly practice logs, and project/casework folio. Also make sure you are familiar with the core competencies and how you have demonstrated these. Use the competency template in Appendix 9 to help you identify where and how you have demonstrated the competencies. In doing this, think about the specific examples you might use to illustrate the competencies. Think about the kinds of questions you might be asked and possible responses you might give. It is fine to bring a copy of your Exam Portfolio in with you and/or notes to help you.

It is highly likely that the first question you will be asked is if you can describe the highs and lows of your internship. A simple opening question like this will give you the opportunity to get familiar with your setting and the examination panel. It allows you to warm into the process. It is also highly likely that your examination will conclude with you being asked whether there is anything you would like to add.

It is usual to experience some anxiety before the exam. However this varies a great deal. Some have commented that they have quite enjoyed the opportunity to talk about their internship experiences, while others have commented that it was very stressful. Remember that the overall goal for the examination panel is for you to be successful. Good planning and preparation is by far the most effective strategy to help reduce your anxiety.

Below are some tips to help you with your examination:

- Consciously practice taking a breath before you answer each question. In taking a breath, think about the question you have been asked and how you will respond. Don't worry if it feels like you are hesitating and there is a moment of silence. What this looks like to the examination panel is that you are carefully considering the question and how to answer it.
- Never attempt an answer if you are not sure of the question being asked. Don't assume that the more you talk, the more likely you are to include something that might be relevant. Taking a moment to consider your answer will help you to do these things.

- If you don't understand the question, don't hesitate to ask for clarity. Keep seeking clarification until you are clear. It is important to realise that because questions are sometimes being developed during the examination process, they may not be asked very clearly. Check with the examiner to ensure you are understanding them correctly, for example, 'I think you are asking me ...'.
- Be careful of questions which are asking you to address multiple points. Break these down in manageable segments, for example 'I will firstly address ...'.
- Check with the examiner throughout your answer to see if you have answered satisfactorily or if they would like more detail. This is as simple as enquiring 'Does that answer your question'?
- Be clear, thoughtful, and considered – but most of all try to treat your examination as a conversation with peers.

## Appendix 1: Application Form

**THE UNIVERSITY OF WAIKATO  
SCHOOL OF PSYCHOLOGY  
Postgraduate Diploma in the Practice of Psychology (Community)  
*PGDipPracPsych(Comm)***

**APPLICATION FORM**

Applications to enrol in the *PGDipPracPsych(Comm)* must be made to the Community Psychology Programme Convenor by **1<sup>st</sup> November**. You are **strongly advised to:**

- Thoroughly read the '*PGDipPracPsych(Comm) Programme Handbook*' to ensure you are familiar with the requirements of the *PGDipPracPsych(Comm)*; and
- Have discussed with the Programme Convenor the application requirements, particularly the nature of your employment and its suitability for the *PGDipPracPsych(Comm)*.

Please ensure all relevant attachments have been included. Incomplete applications will **NOT** be accepted.

Any queries about this programme should be directed to the Programme Convenor (Bridgette Masters-Awatere, School of Psychology, K1.22, extension 8298, e-mail: [bmasters@waikato.ac.nz](mailto:bmasters@waikato.ac.nz)). (This form is available electronically from [j.fellows@waikato.ac.nz](mailto:j.fellows@waikato.ac.nz))

Please send your completed application form to:

*Joy Fellows  
Community Psychology Programme Administrator  
School of Psychology  
University of Waikato  
Private Bag, 3105  
Hamilton  
New Zealand.*

You may be required to attend an interview. You will be advised in writing as soon as possible of the outcome of your application.

**1. Name:**

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**2. Contact Details:**

*Current Postal Address*

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*Current phone number/s (include area code):*

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*Current E-mail Address:*

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**3. Date of birth:**

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**4. Ethnicity:**

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*Iwi:*

---

*Hapu:*

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**5. University Qualifications (Please attach official copy of your university record, listing completed papers and grades, or expected completion date. University of Waikato students may attach a copy of their I-Gate transcript)**

*Students from other universities must attach a copy of their academic record. If some of these qualifications were gained outside of New Zealand, please provide a short description of each course. This assists us in determining whether these courses are equivalent to our prerequisites.*

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**6. Please summarise your previous work experience and involvement in community organisations. Please attach your Curriculum Vitae.**

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**9. Please provide the name and contact details (phone, e-mail, postal) for your thesis/dissertation supervisor<sup>13</sup>.**

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**10. Please provide the names of your two referees (one relevant to your *academic* experience; and one relevant to your *community* experience) who will be forwarding letters of support directly to the Programme Administrator. These letters must be sent directly by your referees to the Programme Administrator by 1<sup>st</sup> November. (Template provided)**

1)

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2)

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**11. Please attach two examples of your work. In the case of large documents (thesis, reports) you may provide the abstract/summary, along with the electronic link, if these documents are available electronically. Please name the examples you are providing below.**

1)

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2)

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<sup>13</sup> If your thesis was completed more than 5 years ago please contact the Programme Convenor to discuss how this requirement might be addressed.

12. I have read, and understand, the requirements to register with the New Zealand Psychologists Board as an intern psychologist;

YES

NO

13. CHECKLIST

Please ensure the following are attached to your application:

Academic Record	
Curriculum Vitae	
Job Description	
Letter from your employer(s) which includes: a) confirmation that the position(s) can be used as an internship; b) agreement to appropriate placement supervision arrangements; and c) agreement to your participation in the required supervisory and course work, specifically weekly meeting attendance. (Template provided)	
Two examples of your work	

Please ensure the following have been forwarded to the Programme Administrator by 1<sup>st</sup> November:

Two letters of reference (one relevant to your <u>academic</u> experience; and one relevant to your <u>community</u> experience) (Template provided)	
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Incomplete applications will not be considered.

**Appendix 2: Suggested Template for Employer Letter of Agreement for Applicants Applying for Entry to the *PGDipPracPsych(Comm)*.**

**THE UNIVERSITY OF WAIKATO  
SCHOOL OF PSYCHOLOGY  
Postgraduate Diploma in the Practice of Psychology (Community)  
*PGDipPracPsych(Comm)***

Please ensure that following statements are included in the **letter of agreement** from your employer.

*Community Psychology Programme Administrator  
School of Psychology  
University of Waikato  
Private Bag, 3105  
Hamilton  
New Zealand.*

Tena koe,

This letter confirms that we, *(Insert name of organisation)* support the application made by *(Insert name of applicant)* for entry into the *Postgraduate Diploma in the Practice of Psychology(Comm)* at the University of Waikato.

We understand that in confirming our support, we agree to:

- 1) The position held by *(Insert name of applicant)* being used for the purposes of an internship, being fully aware of what this requires (coursework required; supervision requirements; coursework/supervision meeting attendance);
- 2) The following placement supervision arrangements:

Workplace supervisor: \_\_\_\_\_

External supervisor (if required): \_\_\_\_\_

- 3) Participation by *(Insert name of applicant)* in the required supervisory and course work, specifically weekly meeting attendance.

We also confirm that we have been fully briefed by *(Insert name of applicant)* regarding the requirements of the *PGDipPracPsych(Comm)*, and have been provided with the opportunity to have any questions answered.

We understand that, should *(Insert name of applicant)* be accepted into the *PGDipPracPsych(Comm)* a formal agreement between the intern, university supervisor, and workplace and external supervisor will be signed<sup>14</sup>.

[Signed, Organisation]

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<sup>14</sup> A template for this formal agreement is provided for your information.

**Appendix 3:      Template for Referees of Applicants Applying for Entry to the *PGDipPracPsych(Comm)***

**THE UNIVERSITY OF WAIKATO  
SCHOOL OF PSYCHOLOGY  
Postgraduate Diploma in the Practice of Psychology (Community)  
*PGDipPracPsych(Comm)***

**FOR REFEREES OF APPLICANTS APPLYING FOR ENTRY TO THE  
PGDipPracPsych(Comm)**

Date:.....

Tena koe,

**Applicant:**.....

You have been asked by the above person to write a letter of recommendation in support of his/her application to the Post-graduate Diploma in the Practice of Psychology (Community) at the University of Waikato. It would be most helpful if you would provide a written reference. This letter is confidential and will not be shown to the applicant.

We require letters from people able to speak to the applicant's academic ability and community experience. Please indicate below, which of these areas your reference particularly applies.

***Academic experience and ability***

***Experience and involvement in community organisations***

Where relevant, please comment on the areas below in your reference:

- ***How long, and in what capacity do you know the applicant?***
- ***Ability to establish effective relationships with a wide variety of people***
- ***Ability and commitment to working collaboratively***
- ***Ability to understand issues relevant to diversity***
- ***Ability to manage a heavy workload***
- ***Ability to effectively engage in a supervisory relationship***

Please send your letter directly to us by **1<sup>st</sup> November**, using the following address:  
Joy Fellows, Community Psychology Programme Administrator, School of Psychology, University of Waikato, Private Bag 3005, Hamilton. If you have any questions, please contact me, on 07 856 2889, ext 8298, or e-mail [bmasters@waikato.ac.nz](mailto:bmasters@waikato.ac.nz).

Naku noa, na  
*Bridgette Masters-Awatere (Community Psychology Programme Convenor)*

**Appendix 4:    Template for Formal Agreement between Intern, University, Supervisor, and Placement Supervisors for Applicants who have been accepted for entry to the PGDipPracPsych(Comm).**<sup>15</sup>

**THE UNIVERSITY OF WAIKATO  
SCHOOL OF PSYCHOLOGY  
Postgraduate Diploma in the Practice of Psychology (Community)  
PGDipPracPsych(Comm)**

**FORMAL AGREEMENT BETWEEN INTERN, UNIVERSITY SUPERVISOR AND  
PLACEMENT SUPERVISORS FOR APPLICANTS WHO HAVE BEEN ACCEPTED FOR  
ENTRY TO THE PGDipPracPsych(Comm)**

*This is the agreement between:*

**Intern:** \_\_\_\_\_

**Workplace Supervisor:** \_\_\_\_\_

**External Supervisor:** \_\_\_\_\_

**University Supervisor:** \_\_\_\_\_

**1) Purpose**

- a) *This agreement refers to the internship of [Name], to be undertaken within [Organisation]*
- b) *The internship is a requirement of the PGDipPracPsych(Comm) at the University of Waikato.*
- c) *The purpose of the internship is to provide a period of supervised practice in community psychology during which the intern is able to integrate theory and practice, and prepare for a final oral examination.*

**2) Term**

- a) *The internship shall run for a period of not less than 40 weeks (full-time) or 80 weeks (part-time)*
- b) *The start date of the internship shall be: \_\_\_\_\_*

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<sup>15</sup> This formal agreement will be completed once applicants have been accepted into the PGDipPracPsych(Com). This provides a guide only and can be amended in negotiation with all parties.

### **3) Supervision**

- a) *In consideration of the purposes of the internship, the intern shall receive both placement supervision and university supervision. Placement supervision will focus primarily on practical matters relating to (insert intern name) obligations as an employee and professional development. University supervision will focus primarily on theoretical matters and overseeing the intern's work in terms of meeting university requirements for the PGDipPracPsych(Comm).*
- b) *Placement Supervision: (Insert Placement Supervisor name/s) will provide workplace/external supervision, including completing of the three assessments of (insert intern name) work.*
- c) *University supervision: (Insert University Supervisor name) will provide university supervision.*

### **4) Access to and use of work-related information for internship purposes**

- a) *As part of the requirements of the internship, (insert intern name) will complete weekly practice logs, six case studies, and a work folio reports reflecting on her/his experience in (Insert Organisation name). The case studies and work folio reports will be submitted to the university for examination, but only after (insert Placement Supervisor name) has had an opportunity to comment on a draft of them.*
- b) *For the purpose of preparing case studies and work folio reports, (insert intern name) will be able to refer to and quote from those documents to which she/he normally has access to as part of her/his duties, providing such use is properly acknowledged.*
- c) *It is recognised that some information included in the case studies and workfolio may be of a sensitive nature. Assessment material will be treated as confidential and available only to university supervisors and examiners for the purposes of reviewing (insert intern name) progress and conducting the internship examination*

### **5) Study leave.**

- a) *(insert intern name) shall have permission to attend the first five coursework/supervision meetings (regardless of full-time/part-time status).*
- b) *(insert intern name) shall have permission to attend regular weekly (fulltime) or fortnightly (part-time) coursework/supervision meetings hours (see Intern Handbook for schedule of meetings).*

### **6) Intern's responsibilities as an employee.**

- a) *Unless specifically provided for in this agreement, nothing in it shall suspend or alter the usual responsibilities accountabilities of (insert intern name) as an employee of (insert Organisation name).*

### **7) Dispute resolution.**

- a) *If any dispute arises out of this agreement the parties shall resolve the dispute to their mutual satisfaction by way of negotiation, such negotiation to be conducted with honesty and integrity.*
- b) *If any dispute is unable to be resolved by mutual satisfaction of the parties, it shall be referred to a mediator agreed to by the parties.*

Signed by

**Intern:** \_\_\_\_\_

Organisation: \_\_\_\_\_

Date: \_\_\_\_\_

**Workplace Supervisor:** \_\_\_\_\_

Organisation: \_\_\_\_\_

Date: \_\_\_\_\_

**External Supervisor:** \_\_\_\_\_

Organisation: \_\_\_\_\_

Date: \_\_\_\_\_

**University Supervisor:** \_\_\_\_\_

Organisation: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 5: Placement Supervision Information Sheet

**THE UNIVERSITY OF WAIKATO  
SCHOOL OF PSYCHOLOGY  
Postgraduate Diploma in the Practice of Psychology (Community)  
*PGDipPracPsych(Comm)***

### PLACEMENT SUPERVISION INFORMATION SHEET

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This document provides information about the internship required for students completing the Postgraduate Diploma in the Practice of Psychology (*PGDipPracPsych(Comm)*). Most organisations and workplace supervisors have specific questions about what the internship involves. We are happy for you to contact us for further information (see details listed on the last page).

The *PGDipPracPsych(Comm)* is a one-year qualification completed while undertaking intensive supervised professional practice as an intern psychologist. To complete the three required courses (PSYC543; PSYC542; PSYC541), interns must:

- Attend a one day introductory session and the first four weekly sessions
- Regularly attend **weekly** meetings which alternate in focus between coursework and supervision (part-time students will attend fortnightly meetings)
- Complete a Weekly Practice Log
- Complete six Case Studies
- Complete a Project/Casework Folio

A final oral examination is undertaken in which an examination panel reviews assessment requirements across all three papers and examines the student's competence in relation to the core competencies of the *PGDipPracPsych(Comm)*. A pass recommendation is needed for the intern to be awarded the *PGDipPracPsych(Comm)*.

### Expectations of the Intern

We regard the internships as a partnership between the Community Psychology Programme and the employing organisation. We are committed to working with employers to clarify our respective roles and responsibilities so that the intern can meet both the requirements of the position and the requirements of the University.

**Workplace expectations:** Enrolment in the *PGDipPracPsych(Comm)* requires interns be in employment (paid or unpaid) in an organisation which provides them with the opportunity to practise significantly in community psychology for a minimum of 1500 hours. The internship should involve a range of activities which provide the opportunity to develop and demonstrate the core competencies expected of a community psychology intern.<sup>16</sup> The intern will also be expected to meet the normal requirements of their employment contract.

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<sup>16</sup> Principles and values of community psychology; Cultural Safety; Ethical Appropriateness; Te Tiriti o Waitangi and Biculturalism; Reflective Practice; Critical Multi-level analysis; Relationship Skills; Communication Skills; Research Skills; Community and Organisational Processes and Interventions.

**University Expectations:** Interns are required to receive regular university and placement supervision, and meet the course requirements stated above.

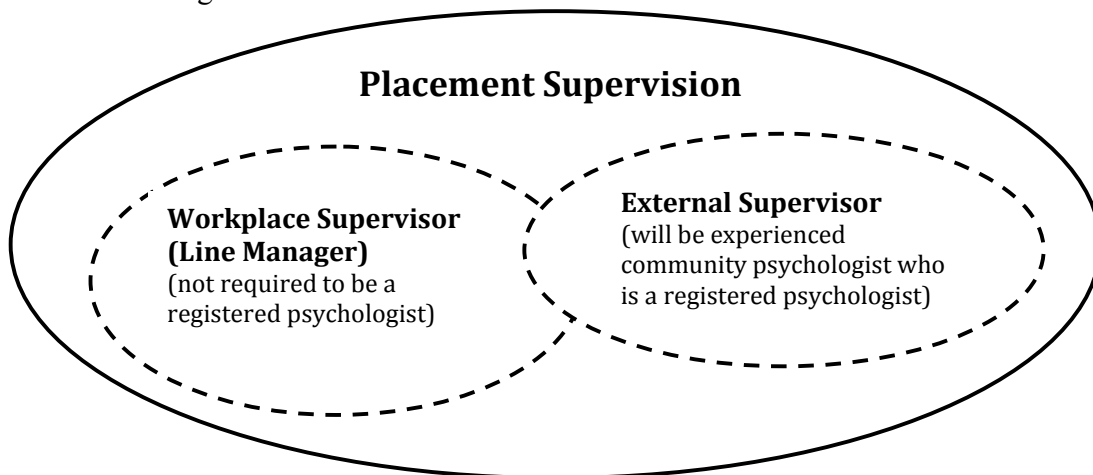
### Oversight and Support of Interns

Supervision is integral to the *PGDipPracPsych(Comm)*. Interns have both a university supervisor, and a workplace supervisor. In general, the university supervisor, with whom interns will have their primary supervisory relationship, focuses on professional development and on monitoring intern preparation for the final oral examination. Intern's placement supervision will generally be oriented towards the performance of work tasks within the organisation.

### Placement Supervision

Undertaking the *PGDipPracPsych(Comm)* to gain registration as a psychologist in New Zealand through the New Zealand Psychologists' Board under the Health Professional Competency Act (HPCA) requires that interns placement supervision arrangements include a psychologist who is registered under that Act. However, given the diversity of settings in which internships occur, the reality is that it can often be difficult to have a registered psychologist as a workplace supervisor. Given this, there are a variety of ways that placement supervision can be configured in order to meet the requirements of the New Zealand Psychologists Board.

Interns will almost certainly have a line manager or someone in the organisation to whom they report. Normally, the person who manages, supervises or monitors the intern within the employment setting will become their workplace supervisor for internship purposes. However, if that person is not a registered psychologist, the placement supervision arrangements will also need to include additional supervision from an 'external supervisor', an experienced community psychologist who is a registered psychologist. This appropriately qualified external supervisor may or may not be external to the organisation.\* The structure of placement supervision is outlined in the diagram below.



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\* External supervision would incur a cost which normally would need to be met by the intern, unless able to be otherwise negotiated with your employer

In cases where placement supervision comprises both a workplace supervisor and an external supervisor, both will contribute to the 3 assessments of the intern required for the *PGDipPracPsych(Comm)*.

### **Workplace Supervisor (normally Line Manager)**

The workplace supervisor is most likely to be the intern's line manager. However, it is also important that the workplace supervisor be willing to take on the responsibility of supervising an intern, as distinct from an employee. In doing so, it is helpful if the workplace supervisor:

- Understands the field of community psychology, including its values, and their implications in practice, OR is willing to learn about community psychology values and approaches if not familiar with them.
- Recognises the internship as a learning and professional development experience, and not just as an employment situation.
- Has realistic expectations of you, and is willing to help you learn.
- Understands that their role as your workplace supervisor is not only to direct and supervise your work, but also to be available and willing to discuss professional and work issues as they arise.
- Be willing to meet with your university supervisor if necessary.

### **External Supervisor**

External supervision would normally occur approximately 2 hours per month. The external supervisor will ideally have an understanding of the organisation, with their focus being primarily on providing oversight of the intern's professional practice in the workplace (as opposed to your *PGDipPracPsych(Comm)* activities), including for example, assisting with workload issues, problem solving in the workplace and other specific organisational issues. Many organisations are recognising external supervision as a useful professional development tool for their workers.

### **University Supervision**

The overall aims of the university supervisory relationship are to:

- Assist interns to, through the completion of all required coursework, demonstrate the core competencies
- Assist interns to ensure their practice is informed
- Assist interns to engage in regular self assessments and monitoring of progress
- Provide a forum for the discussion of professional and ethical issues
- Assist interns in the development of critical multi-level analysis and reflective practice skills
- Assist interns prepare for your final oral exam

### **Benefits to the organisation**

Benefits to your organisation of having an intern working for you include: having an employee being given additional intensive supervision from the University, and the intern's commitment to enhancing their competencies and using their learning for the benefit of the placement organisation. Interns have access to a strong network of experienced community psychologists and other human services professionals. They also have access to university resources such as the library and the computer system, which we believe can enhance their work and their value to the organisation. We are always happy to

discuss ways in which the community psychology programme and the employing organisation can work together for mutual benefit.

### **The internship agreement**

Our experience is that it is useful to clarify our respective roles and expectations in writing. Interns must include with their application for the *PGDipPracPsych(Comm)* a letter from their employer which includes: a) confirmation that the position(s) can be used as an internship; b) agreement to appropriate placement supervision arrangements; and c) agreement to your participation in the required supervisory and course work, specifically weekly meeting attendance. A template is provided for this letter of agreement. In addition, on acceptance into the *PGDipPracPsych(Comm)*, a formal agreement will be drafted between all relevant supervisory parties.

### **Contact details**

*Bridgette Masters-Awatere (Convenor, Community Psychology Programme) [bmasters@waikato.ac.nz](mailto:bmasters@waikato.ac.nz)  
School of Psychology,  
The University of Waikato,  
Private Bag 3105,  
Hamilton 3240  
Tel (07) 838 4466 ext 8298*

## Appendix 6: Workplace Assessment

### Internship On-site Supervisors Assessment *Post-Graduate Diploma in the Practice of Psychology (Community)* *University of Waikato*

**Intern's Name** \_\_\_\_\_

**Internship location** \_\_\_\_\_

**Workplace Supervisor's Name** \_\_\_\_\_

**Assessment for period from** \_\_\_\_\_ **to** \_\_\_\_\_

**Date of this assessment report:** \_\_\_\_\_

Three Workplace Assessments are requested during the internship. They are intended to provide both positive feedback to the intern on areas of competence and opportunities for planning ways to improve performance where that is appropriate. The assessments will be made available to the examiners at the final examination at the end of the internship.

The assessments should be completed jointly by the intern and the workplace supervisor. One page is to be completed for each of the major tasks and organisational responsibilities of the intern. The intern, in consultation with the supervisor/s, is to complete the first section, describing the task or responsibility and any relevant professional development goals. The supervisor/s comments are requested in sections 2 and 3. These comments may cover any aspects of the intern's performance on which the supervisor/s wishes to comment. It is acceptable to vary the format of this assessment report from the format shown.

The completed assessment should be e/mailed to the intern's university supervisor.

Thank you for your cooperation in completing the assessment.

Any queries should be directed to the intern's university supervisor or to:

*Bridgette Masters-Awatere*  
*Community Psychology Programme Convener*  
*School of Psychology*  
*University of Waikato*  
*Private Bag 3105*  
*Hamilton 3240*  
*Telephone (07) 838 4466 ext 8298 Fax (07) 856-5132*

Performance Area (use as much space as you require to complete):

1. Describe the major activity or organisational responsibility to be assessed, including any relevant training goals. (*Intern to fill in details. Use additional pages if more space is required.*)
  
2. Supervisor/s comments on intern's strengths or areas of competence that the intern has demonstrated. (*The Competency Template for Examination Panel or a table of Core Competencies should be provided by the intern*)
  
3. Supervisor's comments on behaviours or skills that require further development or improvement to reach an acceptable level.

## Appendix 6a: External Supervisor Assessment

### Internship External Supervisors Assessment *Post-Graduate Diploma in the Practice of Psychology (Community)* *University of Waikato*

**Intern's Name** \_\_\_\_\_

**Internship location** \_\_\_\_\_

**External Supervisor's Name** \_\_\_\_\_

**Assessment for period from** \_\_\_\_\_ **To** \_\_\_\_\_

**Date of this assessment report:** \_\_\_\_\_

Three External Supervisor Assessments are requested during the internship. They are intended to provide both positive feedback to the intern on areas of competence and opportunities for planning ways to improve performance where that is appropriate. The assessments will be made available to the examiners at the final examination at the end of the internship.

The assessments should be completed jointly by the intern and the external supervisor. One page is to be completed for each of the major tasks and organisational responsibilities of the intern. The intern, in consultation with the supervisor/s, is to complete the first section, describing the task or responsibility and any relevant professional development goals. The supervisor/s comments are requested in sections 2 and 3. These comments may cover any aspects of the intern's performance on which the supervisor/s wishes to comment. It is acceptable to vary the format of this assessment report from the format shown.

The completed assessment should be e/mailed to the intern's university supervisor.

Thank you for your cooperation in completing the assessment.

Any queries should be directed to the intern's university supervisor or to:

*Bridgette Masters-Awatere*  
*Community Psychology Programme Convener*  
*School of Psychology*  
*University of Waikato*  
*Private Bag 3105*  
*Hamilton 3240.*  
*Telephone (07) 838 4466 ext 8298 Fax (07) 856-5132*

Performance Area (use as much space as you require to complete):

3. Describe the major activity or organisational responsibility to be assessed, including any relevant training goals. (*Intern to fill in details. Use additional pages if more space is required.*)
  
4. Supervisor/s comments on intern's strengths or areas of competence that the intern has demonstrated. (*The Competency Template for Examination Panel or a table of Core Competencies should be provided by the intern*)
  
4. Supervisor's comments on behaviours or skills that require further development or improvement to reach an acceptable level.

**Appendix 7: Case Study Cover Sheet Template**

**INSERT CASE STUDY TITLE**

Completed for:  
PSYC541 - Case Study Analysis in Applied Psychology  
(PGDipPracPsych(Comm))

This Case Study was completed during my work at .....  
from ..... to .....

This case study has been:

- A) Completed under the supervision of my University supervisor
- B) Approved as suitable for submission for the final oral examination by my University supervisor;
- C) Reviewed by an external reviewer (required for at least 3 of your case studies)

**Student**

Name.....

Signature .....

Date .....

**University Supervisor**

Name.....

Signature .....

Date .....

**External Reviewer**

Name.....

Signature .....

Date .....

## Appendix 8: Stakeholder Feedback Questions

### Possible Stakeholder Feedback Questions

The following are some questions which may be useful for focusing feedback from stakeholders. Usually, 2-4 questions are a reasonable number. Make sure you are familiar with the points provided in the handbook regarding the selection of both your stakeholders and questions to ask them.

1. To what extent does (name) manage her workload effectively?
2. How would you rate (name)'s ability to plan and carry out projects?
3. How well can (name) plan research, carry it out and provide timely, useful reports?
4. How effective is (name) in working with clients in helping them identify information needs?
5. How well does (name) understand the process of making policy within your organisation?
6. What sort of contribution does (name) make to the development of policy within your organisation?
7. To what extent does (name) think critically about policies and procedures in a way which results in positive changes within the organisation?
8. (Particularly for evaluation or other clients) To what extent did (name) deliver what s/he was contracted to do?
9. How would you rate his/her ability to build relationships with people who are different to them, for example, in terms of ethnicity or religious belief?
10. How would you rate (name)'s ability to develop good working relationships with others?
11. Could you please comment on (name)'s ability to practice in a culturally safe manner?
12. How effective is (name) in networking with other organisations in the community?
13. How would you rate (name)'s ability to communicate? Orally? Written communication? Making formal presentations? Does s/he match her communication style for the intended audience?
14. Would you regard (name) as a good team player? What things does s/he particularly contribute to the work of the team? Are there things which s/he needs to modify to be more effective in teamwork?
15. How well is (name) able to handle stress associated with the job?
16. To what extent does (name) show an ability to work independently?
17. Does (name) seek out support and advice when necessary?
18. When there is conflict, to what extent is (name) able to make a positive contribution to resolving it?
19. Would you regard (name) as someone who has a good understanding of ethical principles? Did s/he always behave in an ethical way?

## Appendix 9: Examination Competency Template

### Internship Exam: Competency Template for Examination Panel

The competencies refer to the component skills or knowledge which contribute to the whole, and it is important they are read in a holistic manner. In relation to any one competency, it is **not** necessarily a requirement for the intern to have demonstrated it in **all** of the ways listed. Rather, the examination panel will consider the evidence available in determining whether, **overall**, the intern has achieved the minimum level in each competency. During the examination process, consideration of each intern will begin with a discussion of the extent to which the intern has exhibited each competency in the Exam Portfolio submitted. In addition, achievement of some competencies can be achieved via graduate training, for example the research competency is demonstrated via the completion of a thesis (Masters or Doctoral). Throughout this process, competencies in which the examiners are uncertain about will have questions planned about them.

### **Core Competencies**

These are competencies a student would be expected to have achieved by the end of the diploma programme. To facilitate the examination process a table is provided to assist examination panel members identify whether these competencies have been demonstrated.

### **Foundational Competencies:**

Interns are expected to have accomplished every competency in this group, either during the internship (including relevant participation in community activities and organisations) and/or in the examination process.

Competency	Evidence of Accomplishment	Comments
<p><b>Principles and Values of Community Psychology</b>            Familiar with, understand and be able to apply key principles of community psychology.  <i>Demonstrated by ability to:</i></p> <ul style="list-style-type: none"> <li>• <i>Articulate key values and principles of community psychology.</i></li> <li>• <i>Apply these to the analysis of social issues in</i></li> </ul>		

<p><i>Aotearoa.</i></p> <ul style="list-style-type: none"> <li>• <i>Show how his or her practice has been guided by them.</i></li> </ul>		
<p><b>Cultural Safety</b> Practice in a culturally safe manner across a variety of settings. <i>Demonstrated by ability to:</i></p> <ul style="list-style-type: none"> <li>• <i>Understand her or his own cultural values and practices and how these influence the way she or he experiences the world.</i></li> <li>• <i>Be aware of the impact of her or his behaviour and social positioning in relationship to people of cultures and social positioning other than her or his own.</i></li> <li>• <i>Practice in a manner which is appreciative of diverse realities.</i></li> <li>• <i>Build collaborative relationships with people of cultures other than her or his own.</i></li> <li>• <i>Recognise the need to seek appropriate cultural advice and to access such advice through supervision and professional support.</i></li> </ul>		
<p><b>Ethical Appropriateness</b> Practice in an ethically sound manner. <i>Demonstrated by ability to:</i></p> <ul style="list-style-type: none"> <li>• <i>Understand and apply the Code of Ethics for Psychologists in Aotearoa.</i></li> <li>• <i>Identify ethical issues in own practice and work through a sound process of information gathering, consultation and decision making in regard to those issues.</i></li> <li>• <i>Provide a rationale for actions (conscious decision-making).</i></li> <li>• <i>Advocate for sound, ethical practices.</i></li> </ul>		

<p><b>Te Tiriti o Waitangi and Biculturalism</b> Practice in a manner consistent with Te Tiriti o Waitangi <i>Demonstrated by ability to:</i></p> <ul style="list-style-type: none"> <li>• <i>Articulate the provisions of Te Tiriti and relate them to contemporary social issues.</i></li> <li>• <i>Understand the history of relationships between tangata whenua and the Crown.</i></li> <li>• <i>Advocate for the implementation of treaty responsibilities.</i></li> <li>• <i>Understand the rationale for consultation with Māori and be able to work out how to determine an appropriate process in their work setting(s).</i></li> <li>• <i>Work appropriately in relation to Māori decision-making and authority structures.</i></li> <li>• <i>Demonstrate familiarity with common Māori protocol and understand the philosophy underlying these.</i></li> <li>• <i>Contribute to cultural justice initiatives from a clearly defined position of her/him self as tangata whenua or tau iwi.</i></li> </ul>		
<p><b>Reflective Practice</b> Practice in a self-reflective manner <i>Demonstrated by ability to:</i></p> <ul style="list-style-type: none"> <li>• <i>Critically reflect on own practice in a process of continual improvement.</i></li> <li>• <i>Plan and monitor workload and implement appropriate mechanisms for coping with stress.</i></li> <li>• <i>Be self-aware about abilities and limitations.</i></li> <li>• <i>Understand the value of supervision and to engage in regular supervision.</i></li> <li>• <i>Seek out and maintain professional networks.</i></li> </ul>		

<p><b>Critical Multi-level Analysis</b>  Strong critical analysis skills, including the ability to analyse social issues at multiple levels from societal level processes to the individual level.</p> <p><i>Demonstrated by ability to:</i></p> <ul style="list-style-type: none"> <li>• <i>Analyse and synthesize complex information.</i></li> <li>• <i>Undertake well-reasoned critiques of research and scholarship relevant to her or his area of practice.</i></li> <li>• <i>Undertake well-reasoned critiques of policy relevant to her or his area of practice.</i></li> <li>• <i>Observe, analyse and critically reflect on community and organisational processes</i></li> </ul>		
<p><b>Relationship Skills</b>  Develop and sustain healthy, collaborative working relationships with others, including others who differ in significant ways.</p> <p><i>Demonstrated by her or his ability to:</i></p> <ul style="list-style-type: none"> <li>• <i>Understand and implement the principle of reciprocity in relationships.</i></li> <li>• <i>Develop good working relationships with others, including others who have either more or less power.</i></li> <li>• <i>Relate effectively to people from a diverse range of backgrounds.</i></li> <li>• <i>Handle conflict in a constructive way.</i></li> <li>• <i>Bring to relationships the knowledge and value base of community psychology.</i></li> </ul>		

### Practitioner Competencies:

These relate to generic technical skills. Interns are expected to have accomplished every competency in this group. It is recognized that some internships will not provide the opportunity to demonstrate all of these skills. However, to award a pass in the final examination, the panel must be satisfied that the intern has demonstrated each of these competencies at some stage during training.

Competency	Evidence of Accomplishment	Comments
<p><b>Communication Skills</b> Communicate effectively, both in written and oral forms, in a wide range of settings to a variety of audiences. <i>Demonstrated by ability to:</i></p> <ul style="list-style-type: none"><li>• <i>Produce clear, concise technical and academic reports.</i></li><li>• <i>Write in a direct, user-friendly manner.</i></li><li>• <i>Adjust her or his writing style for the intended audience.</i></li><li>• <i>Make oral presentations which can convey complex ideas in a manner which engages the audience.</i></li><li>• <i>Communicate in a way that encourages change.</i></li></ul>		
<p><b>Research Skills</b> Conduct and evaluate applied community research. <i>Demonstrated by ability to:</i></p> <ul style="list-style-type: none"><li>• <i>Design and carry out a small scale research project in a manner appropriate for the context, including writing a proposal, completing an ethical review application, collecting and analysing both qualitative and quantitative data, and writing a report.</i></li></ul>		

<ul style="list-style-type: none"> <li>• <i>Critically evaluate research and give appropriate advice to others about research findings.</i></li> <li>• <i>Write a literature review.</i></li> <li>• <i>Understand ethical issues relating to research, including researchers' responsibilities to diverse stakeholders.</i></li> </ul>		
<p><b>Community and Organisational Processes and Interventions</b></p> <p>Assess community and organisational processes and to intervene appropriately in such processes</p> <p><i>Demonstrated by ability to:</i></p> <ul style="list-style-type: none"> <li>• <i>Negotiate entry into a setting and to identify key dynamics and decision making processes.</i></li> <li>• <i>Design processes to enhance collaboration between people with diverse interests.</i></li> <li>• <i>Understand community development approaches and pathways for social change.</i></li> <li>• <i>Understand and promote participatory decision-making processes in communities and organisations.</i></li> </ul>		

**Specialist Competencies:**

These are specific to the type of setting in which the intern is working and/or to the role being fulfilled in the setting. At the beginning of the internship, the intern will negotiate with her or his supervisor one or more competencies – each to be accompanied by statements of how it will be demonstrated. Specialist competencies will be of two types; knowledge and skill. Supervisors can provide information regarding the specific specialist competencies being examined.