



THE UNIVERSITY OF  
**WAIKATO**  
*Te Whare Wānanga o Waikato*

*Arts & Social Sciences*

Te Kura Kete Aronui

# **DEPARTMENT OF PSYCHOLOGY**

## ***COMMUNITY PSYCHOLOGY GRADUATE HANDBOOK***

**Master of Applied Psychology (Community)**  
***MAppPsy(Comm)***

**&**

**Postgraduate Diploma in the Practice of Psychology  
(Community)**  
***PGDipPracPsych(Comm)***

*Last Updated 21 October 2009*

## Welcome

*...to the Community Psychology Graduate Handbook: Master of Applied Psychology (MAppPsy(Comm)) and the Postgraduate Diploma in the Practice of Psychology(Community) (PGDipPracPsych(Comm)) at the University of Waikato.*

*This 'Graduate Handbook' provides information about the Master of Applied Psychology (MAppPsy(Comm)) and the Postgraduate Diploma in the Practice of Psychology (PGDipPsych(Comm)). It includes information about:*

- *Community psychology as a specialist area within psychology;*
- *Degree programmes*

*If you are intending to study community psychology at graduate and post-graduate level, this handbook will provide the sort of information that will be helpful in making decisions about your future study. Other important sources of information include:*

- *the University of Waikato Calendar - which sets out official university regulations,*
- *the Faculty of Arts and Social Sciences Graduate Handbook – which describes all the papers within the Faculty and sets out important Faculty and Department policies,*
- *the various Department of Psychology handbooks.*

*Please feel free to ask questions if you need further information. General questions about graduate study in psychology should be directed to the Department Administrator or the Department of Psychology Convenor of Graduate Studies. General questions about enrolment, scholarships and the like should be directed to the University of Waikato Student Gateway. General questions related to graduate study in community psychology can be directed to any of the community psychology programme staff. Questions specific to the PGDipPracPsych(Comm) should be directed to the Community Psychology Programme Convenor in the first instance.*

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## Contents

Welcome .....	i
Contents .....	ii
Introduction .....	3
Our Vision.....	3
About the MAppPsy(Comm) and PGDipPracPsych(Comm).....	3
About the Origins of Community Psychology.....	4
About Community Psychology at the University of Waikato .....	4
About Career Opportunities.....	5
About the Department of Psychology.....	5
About the Community Psychology staff.....	6
About the Programme Associates.....	7
Community Psychology Programme Management Committee .....	7
Student grievances .....	7
Communication.....	8
Master of Applied Psychology(Comm) .....	9
Overview.....	9
Outline of papers for the MAppPsy(Comm) .....	10
Post-Graduate Diploma in the Practice of Psychology(Community).....	11
Enrolment.....	13
Workload.....	13
Coursework/Supervision Meetings.....	13
Important Policies and Regulations .....	14
Appendix 1: Community Psychology Core Competencies .....	15
Foundational Competencies.....	16
Practitioner Competencies .....	19
Specialist Competencies .....	20

## Introduction

The Community Psychology Graduate Handbook provides an overview of community psychology as an area of specialization in psychology.

## Our Vision

Our vision is to provide a supportive and challenging learning environment in which graduate students can learn to become competent, safe practitioners of community psychology. By that we mean practitioners who:

- are familiar with the values and principles of community psychology and can integrate them into their professional practice,
- act in an ethical manner, and
- can use their knowledge and skills to contribute to changes in the community which enhance the lives of groups of people who are disempowered or oppressed.

## About the MAppPsy(Comm) and PGDipPracPsych(Comm)

Community Psychology(Comm) is available as a specialist subject for the *Masters in Applied Psychology (MAppPsy(Comm))* and the *Postgraduate Diploma in the Practice of Psychology (Community) (PGDipPracPsych(Comm))*. Candidates for the *PGDipPracPsych(Comm)* must have completed the *MAppPsy(Comm)* or an equivalent qualification. These are applied degrees, suitable for students wishing to practice in community psychology and offer a flexible, step-wise progression through the academic and professional qualifications leading to registration as a psychologist.

Building on learning obtained in undergraduate degrees, graduates the goals of the *MAppPsy(Comm)* and *PGDipPracPsych(Comm)* are to provide graduates with:

- A quality learning experience for transitioning from academic knowledge to professional practice
- A means of achieving a postgraduate qualification recognised in both New Zealand and internationally; and
- A pathway for registration as a Psychologist under the Health Practitioners Competence Assurance Act 2003<sup>1</sup>

Graduates will have the opportunity to acquire knowledge of:

- The main methods of research in community psychology, gained through empirical research and enquiry, along with practical research experience involving appropriate applied issues
- The cultural, legal and organisational contexts within which community psychology is practised in New Zealand

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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.

- The *Code of Ethics for Psychologists Working in Aotearoa New Zealand* and an increased awareness of the ethical considerations which may arise in working as a community psychologist
- The application of psychological principles to addressing real world social issues from a systems perspective that emphasises the need to build capacity in groups, communities and organisations
- Developments within the profession that enhance the ability of ethnic and cultural communities to become self determining in a manner consistent with Te Tiriti o Waitangi
- The use of psychology and social science in the pursuit of social justice for individuals, groups and communities
- The analysis of complex situations and the planning of appropriate actions

### **About the Origins of Community Psychology**

The area of psychology which has become known as *community psychology* developed primarily in the United States during the 1960's and 1970's, although the work of certain European social scientists (e.g. Marie Jahoda) during the 1930's and 1940's is evidence of an older tradition of community interventions. Similarly, in Aotearoa, the antecedents of community psychology can be found in the work of certain psychologists in the first half of the twentieth century, particularly Ernest Beaglehole (1906 – 1965). Beaglehole, a friend of Te Rangi Hiroa (Sir Peter Buck), was a proponent of ethnopsychology (now more often referred to as cross-cultural psychology) and a strong advocate for the application of psychology to improve material and social conditions so as to prevent the development of psychological and other problems. Broadly speaking, community psychology developed in response to the concern of many psychologists that preventing social problems and improving the quality of people's lives requires more than simply changing the behaviour of individuals. It requires the analysis of, and intervention in, the broader social, political and physical systems affecting human behaviour. It requires confronting oppression, including colonisation, racism, sexism and classism – and addressing the disparities which result.

There have been important contributions to the conceptual development and research base of community psychology from many areas of psychology, particularly applied social psychology, environmental psychology, organisational psychology, and, more recently, critical psychology. In addition, most community psychologists have a strong interdisciplinary emphasis and recognise the contributions from areas such as applied anthropology, applied sociology, community health, geography, and the policy sciences. A major emphasis in training and research in community psychology is clarification of values, objectives and roles appropriate for practising community psychologists, and the maintenance of an interdisciplinary perspective towards social problems and community development.

### **About Community Psychology at the University of Waikato**

The Department of Psychology at the University of Waikato was established in 1965 by the late Emeritus Professor James Ritchie, a student and son-in-law of Earnest Beaglehole. Under Ritchie's leadership, the Department developed strengths in both cross cultural psychology and social psychology, and an interest in the application of psychological knowledge to address social problems. It was therefore not surprising that the Department became the first in

Aotearoa/New Zealand to teach community psychology. Moreover, this background has helped to ensure that cultural issues, cultural justice and the Treaty of Waitangi have become integral to teaching and research in community psychology at Waikato.

The first graduate paper in community psychology at the University of Waikato commenced in 1977. A full graduate programme leading to registration as a psychologist began in 1980. The Community Psychology programme has established a tradition of collaborating with community organisations in areas such as evaluation, policy-related research, organisational development, and community needs surveys. Staff members have close ties with a number of community organisations within the University region (central North Island of New Zealand) and beyond. Students in the programme have access to a considerable range of community organisations, such as alcohol and family counselling services, community houses, homeless shelters, district health boards, women's refuges, women's health centres, local and regional government policy and community development sections, and the central government departments (or ministries) of Māori Development (Te Puni Kōkiri), Social Development, Health, Corrections and Education.

### **About Career Opportunities**

Graduates from the University of Waikato programme have taken up positions in health services, community service organisations, government departments and in private practice. Over the years there has been a continuing demand for graduates with community psychology skills. Most graduates have little difficulty in finding employment, especially in the main centres. An increasingly common option is for graduates to become involved in contract work with human service organisations. Employment taken up by recent graduates has included positions as:

- National Coordinator for Police Youth Development, Police National Headquarters
- Kaiwhakahaere (Iwi Liaison Policy Analyst), Environment Waikato
- Community Development Officer, Meningitis Trust
- Researcher, Research and Development Unit, Te Rūnanga o Kirikiriroa
- Kaitohutohu (Careers Advisor) Career Services Rapuara
- Social Development Manager, Ministry of Social Development
- Policy Analyst, National Collective of Independent Women's Refuges
- Clinical Services Development Co-ordinator, Mental Health & Addictions Service, Waikato District Health Board
- Social Development Team Leader, Hamilton City Council
- Relationships Manager, Whai Mārama Youth Connex
- Independent Researcher and Evaluator
- Manager, Problem Gambling Foundation
- Lesbian/Gay/Bisexual/Transgender Anti-Hate Crime Coordinator, Lambeth Crime Prevention Trust
- Public Health Evaluation Support, Population Health, Waikato District Health Board
- Analyst, Takawaenga Māori Unit, Tauranga City Council
- Manager, Pacific Islands Drug and Alcohol Services

### **About the Department of Psychology**

The Department of Psychology is one of the largest within the university. It has a staff of approximately 30, including 20 academics. Administratively, the Department is part of the

Faculty of Arts and Social Sciences, which includes allied programmes such as those in women's and gender studies, social policy, and environmental planning. In addition to community psychology, the Department offers specialisations in kaupapa Māori psychology, cross-cultural psychology, social psychology, organisational psychology, experimental psychology, applied behavioural analysis and clinical psychology. Community psychology papers are offered at both undergraduate and graduate levels. The *MAppPsy(Comm)* and *PGDipPracPsych(Comm)* are applied degrees, suitable for students with a background in social and/or community psychology who wish to practise as community psychologists. Community psychology may also be taken as a specialised area of doctoral study (PhD).

Of particular relevance is the Department's commitment to providing for the needs of tangata whenua. This is reflected in Value Two of the Department's Strategic Plan: "(To) provide an environment that serves the educational needs of the Māori community, in both the Waikato and nationally" (2000, p2). Community Psychology staff have a close working relationship with Kaupapa Māori Psychology Staff and the Māori & Psychology Research Unit. Staff and students have regular involvement in applied research with Māori organisations and the programme has a clear commitment to operate in a fashion consistent with the Treaty of Waitangi principles of protection, partnership and participation.

### About the Community Psychology staff

Core university teaching, research and supervisory staff who co-ordinate the *MAppPsy(Comm)* and *PGDipPracPsych(Comm)* are Bridgette Masters-Awatere (Programme Convenor) and Dr Neville Robertson. Other staff in the Department contribute to papers and are available for thesis supervision.

**Bridgette Masters-Awatere** obtained her *MSocSc* and *PGDipPsych(Comm)* at the University of Waikato and joined the Psychology staff in 2001. Bridgette is of Te Rarawa and Ngai te Rangi descent with connections to Ngati Porou through marriage. During 1998 and 2001 she worked as a health promotion evaluation researcher/trainer while setting up her own private research contracting business in Gisborne. Her interests are in Māori health, health promotion, community development, evaluation research and kaupapa Māori methodologies. Bridgette completed her masters degree on the social support networks of Māori graduate students and is exploring the ways in which evaluation models are applied to Kaupapa Māori programmes for her doctoral thesis. Bridgette is a registered psychologist.

**Dr Neville Robertson** is a Pakeha New Zealander with a *B.A.* from Canterbury University, and a *MSocSc*, *PhD* and *DipPsych(Comm)* from the University of Waikato. He joined the Department in December 1986. Previous experience includes teaching in secondary schools and working in the Probation Service. He has interests in family violence and programme evaluation. He teaches in the core papers in community psychology and supervises thesis and intern students. Neville is a registered psychologist.

Other staff who contribute to the community psychology teaching and research programme are:

- Associate Professor Linda Waimarie Nikora
- Associate Professor Darrin Hodgetts
- Dr Cate Curtis

- Mohi Rua
- Dr Otilie Stolte

### About the Programme Associates

The programme has a number of Associates, experienced practitioners of community psychology who contribute to the community psychology programme. As of September 2009, the Community Psychology programme associates are:

**Michael B. Blewden** BSocSc MSocSc PGDipPsych(Com) *Waikato*

**Dr Ingrid Huygens** MA *Auck* PGDipPsych(Com), PhD *Waikato*

**Beth Neill** BSocSc MSocSc PGDipPsych(Com) *Waikato*

**Jacob M. Read** BSocSc(Hons) MSocSc PGDipPsych(Com) *Waikato*

**Patricia Te Wairere Ahiahi Young** BSocSc MSocSc PGDipPsych(Com) *Waikato*

**Rosanne Black**, BSci *Massey*, MSocSc(Hons) PGDipPsych(Com) *Waikato*

**Jacqueline Henry**, MSocSc(Hons) PGDipPsych(Com) *Waikato*

**Ruth Buckingham**, BA *Massey*, MSocSc PGDipPsych(Com) *Waikato*

### Community Psychology Programme Management Committee

The Community Psychology Programme Management Committee comprises core staff who contribute to the programme. Joy Fellows is the programme administrator. The committee is responsible for the following:

- Sets overall policy for the *MAppPsync(Comm)* and *PGDipPracPsych(Comm)*.
- Approves student programmes.
- Appoints the members of examination panels.
- Facilitates involvement of practitioners in programme delivery.
- Considers teaching and supervision responsibilities.
- Plans the programme budget.
- Recommends the appointment of Associates.
- Facilitates feedback from key stakeholders via communication with Community Psychology Programme Associates and the Institute of Community Psychology.

### Student grievances

As a graduate student, you have available to you various avenues for resolving grievances or appealing decisions. You should consult the calendar and relevant handbooks for detailed procedures. The possibilities include approaching:

- The paper co-ordinator. This is usually a first step for course-related matters.
- The Community Psychology Management Committee via the Programme Convenor. This may be useful for more general policy matters.
- The Department of Psychology Convenor of Graduate Studies.
- The Chairperson of the Department of Psychology. Normally, you would approach the Chairperson only after exhausting other avenues.

- The University Mediator. The Mediator provides a confidential service and can assist in the resolution of cases of harassment and difficult inter-personal disputes, including both disputes with staff and disputes with other students.

The University of Waikato Calendar sets out procedures to be used by students who wish to lodge formal appeals against the grade awarded to them in a specific course.

## Communication

Good communication is vital. You must have regular access to email as this will be the main way you will be advised of events, meetings, changes of programme etc. As a graduate student, you will have a university email address allocated to you, which you can access from campus computer laboratories, or, if you have your own ISP, from off-campus. Please ensure that you keep us informed of changes of address (or phone numbers and/or preferred email addresses). An efficient way of doing this is notifying the programme administrator, Joy Fellows ([j.fellows@waikato.ac.nz](mailto:j.fellows@waikato.ac.nz) or phone (07) 838 4466, ext 8662). Some other ways of keeping in touch are:

- The email discussion list, [compsychlist@waikato.ac.nz](mailto:compsychlist@waikato.ac.nz). Both students and practitioners of community psychology are invited to join this list. It carries general information about the programme, events of interest and information about job vacancies. It provides a forum for discussing anything to do with community psychology, including asking others for help. To join the list, simply go to <http://list.waikato.ac.nz/mailman/listinfo/compsychwaikato> and follow the instructions.
- Social events. These are organised from time to time, particularly at the beginning and end of each year.
- Community psychology noticeboard. Located just inside the exterior door at the end of the K-Block corridor, the noticeboard is used to advertise jobs and upcoming events.
- MOODLE is the university online teaching tool. All students enrolled in *MAppPsy(Comm)* and *PGDipPracPsyc(Comm)* will be automatically enrolled in the designated MOODLE site. MOODLE should be checked and utilised regularly for programme information.
- A 'Facebook' Group has been created for students, practitioners and those interested in Community Psychology at University of Waikato. The purpose of this group is to create a forum where people can network and create links, have discussions, and communicate upcoming events or requests. You can search Facebook for "community psychology@waikato" and make a request to join this group.

# Master of Applied Psychology(Comm)

## Overview

This is a two-year degree (or its equivalent part-time). It comprises taught papers and a research component. It will provide you with advanced knowledge of the underlying concepts, principles and guiding values associated with community psychology.

Specific requirements are: 240 points at 500 level or above, comprising

1. The following compulsory papers (75 points):
  - PSCY510 Evaluation Research (30pts)
  - PSCY575 Psychological Applications and the Treaty of Waitangi (15pts)
  - PSYC583 Foundations of Community Psychology (15pts)
  - PSYC582 Community Health Psychology (15pts)
2. Optional papers in Psychology, Human Development, Anthropology, Development Studies, Screen and Media Studies, Geography, History, Sociology, Womens and Gender Studies, Demography, Political Science and Public Policy to a total of either 45 or 105 points (depending on your thesis option). Optional papers are selected in consultation with the Community Psychology Programme Convenor
3. Completion of a thesis or dissertation. Either a 120 point thesis (PSYC594), a 90 point thesis (PSYC593) or a 60 point dissertation (PSYC592) are required. Research completed for this purpose must be on a topic that is relevant to community psychology.

Normally, students complete 120 points in taught papers in the first year and a 120 point thesis in their second year. (Students who opt for a 90 point thesis or a 60 point dissertation in their second year would normally complete a further 30 points or 60 points in taught papers.)

Different patterns are possible for part-time students.

## Entry requirements and procedure

For entry into *the MAppPsy(Comm)* students need to have completed a bachelors degree with a major in psychology, including PSYC301 Community, Culture and Diversity and PSYC307 Research Methods (or their equivalents).<sup>2</sup> Good preparation at undergraduate level for entry into the *MAppPsy(Comm)* includes papers which expose you to some or all of the following: the study of social issues, applied social research, biculturalism, feminist perspectives, critical psychology and social policy.

Normally, to enter the Masters programme you will need to have an average grade of at least B+ in psychology undergraduate papers, calculated either across all your psychology papers or across your best 60 points of 300-level psychology papers.<sup>3</sup> (Note that directed studies cannot be included in the calculation of grade average.) You can also be admitted to the second year of the

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<sup>2</sup> If you are 30 points or less short of completing your Bachelors degree you may be eligible for graduate study providing you have completed the requirements for your major. See the *University Calendar* for details.

<sup>3</sup> If you do not have the B+ average needed to proceed directly to the MAppPsy, you may, if you have a B average, enrol instead in the (generic) PGDipPsyc. Take the compulsory and optional papers listed in (1) and (2) above. Achieving a B+ average or better across the 120 points of the PGDipPsyc will enable you to enter the MAppPsy and transfer the credit points you have obtained to the Masters degree.

MAppPsy(Comm) if you have completed either a BSocSc(Hons) or a PGDipPsyc with a grade average of B+ or better - and have completed (or are completing<sup>4</sup>) the compulsory papers listed above.

Applications for entry into the *MAppPsy(Comm)* will be accepted at the beginning of both the A and B semesters. Application forms are available from the Psychology Department Administration Manager.

## Outline of papers for the MAppPsy(Comm)

### **PSYC510 Evaluation Research**

This 30 point paper provides an overview of the various approaches to evaluation research, particularly evaluation of human service programmes. We emphasise the use of qualitative research methods and collaborative approaches to evaluation which maximise their usefulness to decision makers. Practical experience is provided by conducting an extensive class project which provides hands-on experience in carrying out an evaluation for a client organisation.

### **PSYC583 Foundations of Community Psychology**

This 15 point paper provides an outline of the origins of community psychology, and covers key themes in its development, current issues and future trends. The application of community psychology to Aotearoa/New Zealand will be emphasised, especially in relation to its emergence as a bicultural nation. You will be introduced to the concept of reflective practice and become familiar with the New Zealand Psychologist's Code of Ethics and consider its application to the practice of community psychology. The paper will also cover social policy and policy analysis. You will complete various pieces of writing, mostly aimed at developing your skills of critical analysis.

### **PSYC582 Community Health Psychology**

This 15 point paper provides an introduction to community health psychology and the theoretical and practical dilemmas faced by psychologists working with participative approaches within the health arena. Central topics include: the history of community psychology, models of health and illness, core areas of research and practice within community health psychology, social determinants of health, "lay beliefs" of health and illness, and the use of participative methods to promote health.

### **PSYC575 Psychological Applications and the Treaty of Waitangi**

This 15 point paper covers topics relevant to students intending to work as psychologists in applied settings. It focuses on clinical, community and institutional settings and applied psychological research. Themes include developing a Treaty analysis, implications of the Treaty for psychologists, Treaty policies and implementation, working with Māori people and organisations, and cultural safety.

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<sup>4</sup> If you have not completed all the compulsory papers, you may be able to combine outstanding papers with a 90 point thesis or a 60 point dissertation to make up the 120 points of the second year of the MAppPsyc.

## Thesis or Dissertation

*MAppPsy(Comm)* students have a choice between completing a 120 point thesis, a 90 point thesis (plus an additional 30 points in papers) and a 60 point dissertation (plus an additional 60 points in papers). The requirements for theses are set out in the University Calendar. In addition to fulfilling those requirements, *MAppPsy(Comm)* students are required to undertake their thesis (or dissertation) research on a community psychology topic.

## Post-Graduate Diploma in the Practice of Psychology(Community)<sup>5</sup>

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(Com)* has been designed to meet the requirements for registration as a psychologist under the Health Practitioners Competence Assurance Act, 2003<sup>6</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:

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

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<sup>5</sup> For detailed information about the *PGDipPracPsych(Comm)* see the [“PGDipPracPsych\(Comm\): Intern Handbook”](#)

<sup>6</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. To be eligible to sit the examination, you will need to have:

1. Completed a minimum of 1500 hours supervised practice in psychology
2. Regularly attended coursework/supervision meetings
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)

Opportunities to sit the final oral examination will normally be offered in February of each year. 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<sup>7</sup>. 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

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<sup>7</sup> See Appendix 1 for Core Competencies

## Enrolment

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.

## 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. The New Zealand Psychologists Board requires that an internship is a structured, supervised and evaluated professional practice programme of at least 1500 hours. 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.

## **Important Policies and Regulations**

Your attention is drawn to the following:

1. *University policies and regulations which are contained in the University Calendar:*
  - *Assessment Regulations*
  - *Policy on the use of Māori for Assessment*
  - *Human Research Ethics Regulations*
  - *Student Discipline Regulations*
  - *Computer System Regulations*
  - *Student Research Regulations*
  
2. *Other information of importance to all students which can be accessed on the Psychology Department website at <http://www.waikato.ac.nz/wfass/subjects/psychology/forms/>. This includes:*
  - *The Department's policy on electronic submission of work for assessment*
  - *Regulations relating to IC grades, withdrawal from papers and the calculation of the level of honours at Honours and Masters levels.*
  - *Referencing guidelines*
  - *Plagiarism*
  - *Class Representation*
  - *Tutoring Assistance for International Students*
  - *Health and Safety Requirements*
  - *Children on Campus*
  - *Complaints Procedures*
  - *Policies relating to the Query of Marking and Final Grades*
  - *Medical Certificate Requirements*
  - *Graduate Advisor Policy*
  - *Kaupapa Māori Policy*
  - *Directed Studies Policy*
  - *Departmental policy in relation to the use of cell phones in tests and examinations*

## Appendix 1: 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>8</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>8</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 organizational 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 organizational 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 organizations.
- (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.