



THE UNIVERSITY OF
WAIKATO
Tē Whare Wānanga o Waikato

SCHOOL OF PSYCHOLOGY

COMMUNITY PSYCHOLOGY
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) (PSYCH543 The Practice of Psychology; PSYCH541 Case Study Analysis in Applied Community Psychology; & PSYCH542 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 one of the Community Psychology Programme Convenors in the first instance.

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Overview: PGDipPracPsych(Comm)

This qualification is completed over one year (full-time) or two years (part-time) 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 accredited by the New Zealand Psychologists Board as a programme leading to registration as a psychologist under the Health Practitioners Competence Assurance Act, 2003¹.

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 following papers: PSYCH541 Case Study Analysis in Community Psychology (40 points); PSYCH542 Professional Issues in Community Psychology (20 points); PSYCH543 The Practice of Community Psychology (60 points).

These papers comprise a package: you must enrol in all three concurrently, either full or part-time. The key requirements are

1. Complete an induction. See page 15.
2. Complete at least 1500 hours of (approved, supervised) professional practice and maintain a log of your professional activity. See page 16.
3. Maintain a journal reflecting on your practice and professional development. See page 17.
4. Participate in university and placement supervision. See page 19
5. Complete 5 case studies. See page 26.
6. Participate in a mid-internship review. See page 40.

¹ The programme was last accredited on 20 June 2014 for a period of 7 years. 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.

7. Compile a folio of your work, including reflections on your internship and a self-assessment of your competence. See page 41.
8. In collaboration with your university supervisor, arrange for the collation of feedback on your practice from supervisors and other stakeholders. See page 44.
9. Complete a final examination. See page 46.

Although you will receive formative feedback throughout the internship, the award of the diploma rests entirely with the panel which conducts the final oral examination. It is the panel's responsibility to assess you against the Community Psychology Core Competencies (see Appendix 1, page 51). In making its assessment, the panel will consider both your performance in the examination and the documents which are submitted to it. No grades are awarded: the papers will be assessed solely on pass/fail basis.

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. It is recommended that you enrol fulltime although it is recognised that part-time may suit some students better.

Workload

To complete the *PGDipPracPsych(Comm)* you must complete a minimum of 1500 hours of professional practice. This is the equivalent of 40 weeks if you are working full-time (37.5 hours per week).

Programme management, governance and student representation

Oversight of the programme is handled by the Programme Management Committee. This comprises the staff members (see page 3) who supervise interns. The Programme Management Committee usually meets fortnightly or as otherwise required.

A Programme Advisory Committee comprising programme staff, associates and a student representative meets annually or more frequently if needed. In a general sense, the Programme Advisory Committee's role is to provide guidance and feedback to the programme.

Programme Associates are experienced community psychologists who contribute to the training and mentoring of graduate students.

Currently, the Associates of the programme are:

- Rosanne Black BSc *Massey* MSocSc(Hons) PGDipPsych(Com) PhD *Waik*, Registered Community Psychologist, Hamilton
- P. Ruth Buckingham BA Massey MSocSc PGDipPsych(Com) *Waik*, JP Programme Manager, Waikato Regional Council, Registered Community Psychologist
- Janelle Fisher BSocSc MSocSc PGDipPracPsych(Comm) *Waik*, Quality Practice Leader, Interactionz (Lifestyle Trust), Hamilton
- Roxahn Hanes BSc *South Carolina* MSocSc PGDipPsych(Com) *Waik*, Manager Psychology & Counselling Service, St Peter's School, Cambridge.

- Jacqueline Henry MSocSc PGDipPsych(Com) *Waik*, Social Scientist, Waikato Regional Council
- Ingrid Huygens MA Auck DipPsych(Com) PhD *Waik*, National Coordinator, Tangata Tiriti-Treaty People Project, Registered Community Psychologist, Hamilton
- Patricia Te Wairere Ahiahi Young BSocSc MSocSc PGDipPsych(Com) *Waik*, PhD Victoria University of Wellington, Registered Community Psychologist Rotorua

As is the case with other University of Waikato programmes, there is provision for student representation in decision making. Each year, students who have been admitted to the programme elect a representative. This is usually done at the first intern workshop of the year. The student representative may participate in Programme Advisory Committee meetings and in School of Psychology (graduate) student representative meetings. The student representative may also participate in Programme Management Committee meetings when there is a particular issue that interns want discussed by the committee.

For more information about the class representation system contact the Convenor of the School of Psychology Graduate Studies Committee, and see <https://sites.google.com/a/waikato.ac.nz/class-reps/>

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 entry into the *PGDipPracPsych(Comm)* you must:

- a) 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);
- b) Be in on-going 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;
- c) Have appropriate supervision available, both University and in your employment setting;
- d) 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 coursework/supervision meetings;
- e) Be approved for admission into the programme by the Chairperson of the School of Psychology.
- f) Registered with the New Zealand Psychologists Board as an 'Intern Psychologist'.

Note that your internship will not begin until your registration as an intern psychologist is confirmed by the New Zealand Psychologists Board. The Board process can take up to 3months, so you are advised to submit your registration application as soon as practicable. For details on registering as an 'Intern Psychologist' see <http://www.psychologistsboard.org.nz/>.

Application Process

Applications to enrol in the *PGDipPracPsych(Comm)* must be made to the Programme Administrator by 1st November. Ideally, you should have identified your proposed internship before you complete your application. However, if that is not possible, you may apply anyway: in that case, any acceptance into the programme will be conditional on obtaining an approved internship.

Before you apply, 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)*.

An application form can be found in Appendix 4 (p. 64). 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. 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 1st November. A template is provided for your reference letters in Appendix 6 (p. 69).
5. 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 relationship².
6. Two documents which provide examples of your written work, such as your thesis, a graduate project or a report prepared for a community organisation. (You may submit these documents via electronic links.)
7. Confirmation that you have read and understood the requirements to register with the New Zealand Psychologists Board as an intern psychologist.³

If you have identified a proposed internship position, also include:

8. Your job description.
9. A brief statement regarding how your job is suitable for the requirements of the *PGDipPracPsych(Comm)*, including your proposed role and responsibilities.
10. 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 (or fortnightly if part-time) participation in coursework/supervision meetings. A template is provided in Appendix 5 (p. 68).

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

Donna Walsh, Programme Administrator, School of Psychology, University of Waikato, Private Bag, 3105, Hamilton, New Zealand.

Electronic submission should be sent to dwalsh@waikato.ac.nz

You can expect to be advised of the outcome of your application before the end of the academic year.

- If you are accepted unconditionally, you should immediately apply for registration as an intern as required by the New Zealand Psychologists Board and pay the registration fee. As the process can take some time, especially the Police vetting, it is important to not delay your application.

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

³ 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.

- If your acceptance is conditional on obtaining a suitable internship, you may begin the process of applying for registration. In this case, you should submit to the Board:
 - The fully completed and witnessed application form and certified colour passport-sized photo.
 - The completed police vetting forms.
 - A certified copy of your driver's licence (needed to be able to check the photo and details against your application and vetting forms).

Once your internship has been confirmed, you should send the balance of the required documentation. Only then will you be charged the registration fee.

Note that a conditional acceptance must be taken up within 6 months. If you do not find a suitable internship in that time, you will need to re-apply.

Note too that although you may apply for enrolment once you have been offered a place in the programme, your enrolment will not be actioned until

- An internship agreement has been signed and
- You have become registered as an intern psychologist.

Only then may you begin to be credited with time towards the 1500 hours of practice required for your internship.

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 (either paid or unpaid) in an organisation that provides the opportunity to practice significantly in community psychology. If you don't have a suitable internship when you apply or your proposed internship has not been formally approved, any acceptance into the programme will be conditional upon approval of the specific internship, including an internship agreement. (See template in Appendix 7 (p. 70).

The New Zealand Psychologists Board requires that an internship is a structured, supervised and evaluated professional practice programme of at least 1500 hours. (This is the equivalent of 40 weeks full time (37.5 hours per week.) 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)*.

Your status as a registered intern psychologist

Registration is a vital accountability mechanism for all psychologists, including interns. That is why you cannot begin your internship until you are registered. But for accountability to work, not only must psychologists be registered: the people we work with (clients, commissioners, research participants and other stakeholders) must know that we are psychologists.

This is usually straightforward if our job title includes the word *psychologist*. But some intern community psychologists may carry other job titles such as *researcher*, *evaluator*, *manager*, or *coordinator*. If this applies to you, it is important that you are transparent about your status as an intern psychologist. For example, you should mention this when you form a new professional relationship (e.g. introducing yourself to a research participant). It is also a good idea to have *Intern Psychologist* added to your business card and email signature.

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.

2. Availability of suitable supervision. Supervision is integral to the PGDipPracPsych(Comm). Given this, you will be unable to enroll in the PGDipPracPsych(Comm) programme unless appropriate supervision is available (both placement and university). (See Supervision, p.19, for more details.)
3. Academic ability. For your application to be successful, you 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 1st November). In addition, you will be required to provide contact details for your thesis supervisor(s). The supervisor will be contacted by the Programme Convenor to provide a reference regarding your academic ability, workload management, and ability to engage effectively in a supervisory relationship. Applications without the contact details for a 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. If you have 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 you have equivalent graduate-level papers and a relevant thesis or dissertation.
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 on-going 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 *Core Competencies*, Appendix 1, p.51.) 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 and aspirations.
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)*.

Requirement 1: Induction

At the beginning of your internship, you will be required to participate in an induction. Typically, this is held on the Hamilton campus in late January or early February.

The induction covers topics such as

- Overview of the requirements of the programme
- Registration and the role of the Psychologists Board
- Self-care as a practitioner
- Models of supervision and how to make the best use of supervision
- Reflective practice
- Understanding multi-level analysis
- Writing case studies
- The Code of Ethics and ethical decision making
- The community psychology competencies
- Planning for professional development

Some of these topics will be familiar from MAppPsy(Comm) papers (especially PSYCH511, PSYCH513, PSYCH582 and PSYCH583). (It would be helpful to review relevant notes and readings from those papers before the induction.) For these topics, the induction is an opportunity to refresh your understanding and to reflect on the application of the concepts to professional practice. Other topics, however, may be new to you.

Learning plan

An important outcome of the induction is a learning plan for your internship. You will develop this in consultation with your University Supervisor. It will be based on a self-reflective review, in which you consider your knowledge and skills against the competencies for community psychologists. It should identify key learning objectives for the year and list the learning activities you will undertake to achieve those objectives. It should be laid out in a way which allows you to add commentary about progress on the objectives during the year.

The format for your learning plan is up to you but we strongly recommend that you follow the guidelines set out in *The Continuing Competence Programme for Psychologists Practising in Aotearoa New Zealand: A Guide for Participants*. This can be found at http://www.psychologistsboard.org.nz/cms_show_download.php?id=234 Following the general approach of the Board's Continuing Competence Programme should help you make a more seamless transition from intern to psychologist.

Requirement 2: Practice Log

You are required to complete a Weekly Practice Log covering at least 1500 hours (40 weeks full-time). The log is a simple description of your activities. It serves two main purposes

- It provides accountability to the examiners that you have indeed completed 1500 hours of appropriate internship practice. Your log will be submitted to the examiners as an appendix to your Folio (see p.41).
- It allows your supervisor(s) to better understand the context and content of your work.

You should email your log entries directly to your university supervisor, every two weeks, at least 24 hours before the next supervision meeting. You might also find it useful to email log entries to your external supervisor.

You do not need to account for every minute of your day; reporting in bigger blocks of time (e.g. mornings/afternoons) is fine. Neither do you need to go into details of the work you are doing: a list in bullet point form is fine. Below is an example of what a weekly log might look like:

	Monday	Tuesday	Wednesday	Thursday	Friday
am	Team meeting Set up stakeholders meeting for child safety evaluation	Consulted with manager about evaluation budget Developed outline for proposal	Writing evaluation proposal	Supervision with external supervisor Writing evaluation proposal	Revised team response to engagement strategy
pm	Located literature for evaluation. Reading	Attended staff training on new computer system	Reviewed draft engagement strategy, prepared a response on behalf of team and circulated this for feedback.	Study half day. Worked on case study 3.	Meet with internal stakeholders of evaluation. University supervision

Total hours for week = xx

Total (cumulative) hours for internship = yy

Requirement 3: Journaling and Reflective Practice

As noted in Appendix 1, reflective practice and multi-level analysis are two of the core foundation competencies of community psychology. In fact, so important are they that they are further elaborated in Appendix 3 (p. 58). Reflecting on your practice is something you may do anytime and anywhere: for example, while you are in the shower, waiting at the bus stop, during supervision or having coffee with colleagues. However, one important "venue" for reflection is your professional journal.

You are required to maintain a professional journal during your internship. It is not assessed and can remain private to you.

What you write about, and how often you make entries, are up to you but to make the best use of journaling usually requires making it a regular part of your day. The purpose is not to record what you did – your practice log does that – but what is to be learned from what you did (or didn't!) do. That is, journaling provides you with a space in which you engage in a process of reflection on the activities/events/situations/issues arising from your practice. Significant conversations, new insights, interesting questions, feedback from others, strong feelings – these and lots of other things may be the focus of journal entries. Try to resist a common tendency to write only about things that didn't go too well. After all, there is much to be learnt from your successes.

One thing you should always record in your journal are the key points to emerge from supervision meetings. As explained below, supervision is an important venue for reflection. Making journal entries after supervision helps to ensure that the learning which occurs in supervision is not lost.

Journaling should help enhance your understanding of your setting and role. It should help you understand the personal, social, political and cultural factors which are shaping your setting and the interactions occurring within it. In addition, your journal entries 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

Ethical Issues in documenting your internship

It is important to remember that while your journal is private, other documents relating to your internship will be read by others. 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. However, 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

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?

Journaling is an important part of your learning. From time to time, it would be a good idea to review the learning plan you wrote after the induction. It may be useful to use your journal to reflect on your progress in relation to that plan. What have you achieved? What is still to be achieved?

Committing your reflections to writing (as opposed to thinking and/or talking about them) forces you to seek clarity of thought. Illogicalities, gaps and contradictions hidden in thought and speech, are often exposed when you write. Moreover, committing your reflections to writing means that you will have a record of your development as a practitioner. Your journal becomes a tool to help you identify what you understand clearly and what issues you need to work further on. This type of analysis is critical for completing your Folio (page 41) and setting agendas for your supervision meetings. That is, it is good practice to review your journal before meeting with your supervisor.

The format of your journal is also up to you. Some people prefer an electronic journal: some like to hand write their reflections into a small notebook. However, we do recommend one thing: double column journaling. This means using one column (or perhaps the left-hand pages) for recording your immediate reflections and using the other column (or the right-hand page) for your reflections on your reflections. That is, from time to time, re-read your entries to identify patterns and track your development as a practitioner, recording these new insights in the right-hand column (or page). Doing this will help you to prepare for supervision meetings and to complete the reflections section of your Folio (see p.41).

As mentioned above, your journal is not assessed and can remain private to you. This is because there can be a tension between honest self-reflection and a perfectly understandable desire to put your "best foot forward" in relation to those who are assessing you. Nevertheless, you may find it useful to share excerpts from your journal with your supervisor(s). Such excerpts can provide excellent material for rich discussion. Similarly, it may be useful to include selected passages from your journal in your case studies and Folio. This is a great way to make your reflections and decision-making transparent to examiners.

Requirement 4: Supervision

Supervision is an important mechanism for helping to ensure safe and effective practice and for supporting one's professional development. All psychologists are required to undertake regular supervision. For a good orientation to supervision, you should consult the *Guidelines for Supervision* published by the New Zealand Psychologists Board. These can be found at http://www.psychologistsboard.org.nz/cms_show_download.php?id=576

While the Board's guidelines provide a good overview of supervision for psychologists, there are more specific matters you must also bear in mind as you undertake the *PGDipPracPsych(Comm)*. During your internship, your practice will be supervised by both a university supervisor and a placement supervisor. In general, your university supervisor 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 of work tasks within the organisation. Supervision is therefore integral to the *PGDipPracPsych(Comm)*.

The New Zealand Psychologists Board *Guidelines* recommend experienced practitioners have two hours of supervision per month (or one hour if working part-time). Naturally, as a beginner practitioner, you will need more supervision. You are expected to have

- Four hours of university supervision per month and
- Two hours of placement supervision per month.

This assumes that you are working full-time. Less frequent supervision may be appropriate if you are working part-time. Generally, supervision meetings will be face to face but if it is difficult to get to Hamilton regularly, most of your university supervision meetings can be held via video conference.

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 enroll 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 (see *Reflective practice and multilevel analysis*, p. 58), 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 you have made some kind of mistake. 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. To the contrary: 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 any time.
- 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 honoring success and celebrating growth. Much learning can come from reviewing what went well.
- Summaries of meetings in which 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.
- You should also use your journal (see p.17) to record your private reflections on supervision. What important things did you learn? What might you do differently as a result of the discussion? What will you need to raise in the next session?
- 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 practicing certificate (APC), will provide weekly (or fortnightly) 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.

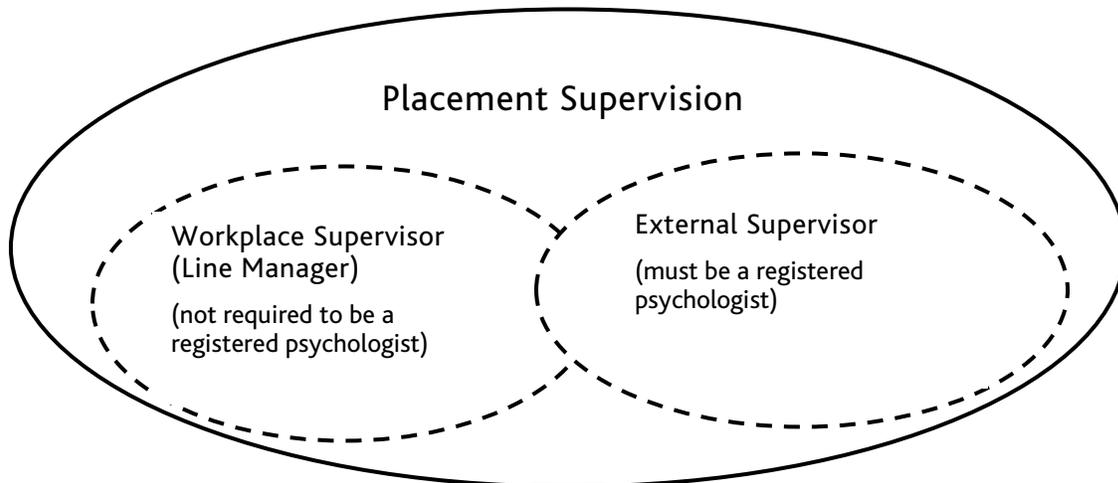
- Assist you to ensure your practice is informed, via the integration of your practical experiences with theoretical knowledge. Instead of treating every situation as unique, theory, research and literature help you to: focus attention, aid understanding, generate multiple perspectives, and make reasonable 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 to 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'; a registered psychologist, with an Annual Practice Certificate. This appropriately qualified external supervisor may or may not be external to the organisation in which you are working.⁴ The structure of placement supervision is outlined in the following diagram.



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.

⁴ 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.

An *Information Sheet* for placement supervisors can be found in Appendix 8 (p. 73). This may be useful for discussion with potential supervisors.

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 folio, see p41). 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 your practice. (These are made available to the examination panel. See p.44.)
- May, if you desire, comment on draft case studies and/or your 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 and are prepared to pay the cost of it. If your organisation does not do this, you will need to pay for your external supervision.

Ideally, your external supervisor will be a community psychologist. If they are not, and if there is no community psychologist within the organisation, you might consider developing a mentoring relationship with a community psychology practitioner. While having such a mentor is not a requirement of either the Psychologists Board or the Community Psychology Programme, some interns have found it very useful to have the support of an independent person who can help them develop their identity as a *community* psychologist. Programme staff can usually suggest people you might ask to be your mentor.

As with a workplace supervisor, your external supervisor provides feedback to the examination panel through 3 assessments (see p.44).

Requirement 5: Case Studies in community psychology practice

During the course of the internship you are required to complete five case studies, one of which may be in the form of a recorded audio-visual presentation. The case studies will make up Part 2 of the folio you submit to the examination panel. (Part 1 is an overview of your internship, including your role and responsibilities and a summary of the work carried out. See *Requirement 7: Folio and reflections* (p. 41).

Each case study has a maximum word limit of 4000 words (excluding summary/abstract, references/appendices). A recorded case study must be no longer than 20 minutes and recorded in a widely-used format (e.g. VLC media file). 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. Ideally, the focus of at least some of the case studies will have been determined in the learning plan you developed in collaboration with your supervisor(s) at the beginning of the internship.

The overall aim of the case studies is to demonstrate the acquisition of the core competencies of community psychology and to make transparent to readers how you approach your practice. Further guidance on choosing topics for your case studies is provided later in this section (see p.27). You will also address the choice of topics in your supervision meetings.

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.

Preparing your case studies requires that you actively analyse, synthesise and evaluate knowledge. It is not a transmission 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 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 a good case study. However, you need to approach each case study in a systematic way. The points below highlight key elements you should consider in planning your case studies.

Choosing the specific "cases"

A case study can explore almost anything within your practice setting/s, for example:

- A specific event or situation, past or future
- A particular project, programme or policy
- A set of relationships within a setting or organisation
- A particular problem you are facing (e.g. an ethical dilemma)
- A specific organization or group
- A relevant social issue

Theoretically, you have an almost infinite number of issues, events or other entities from which to choose your 5 case studies. However, in some ways, the importance of the choice lies less in the nature of the issue/event/entity per se than in the potential for using it to explore practice issues, to demonstrate your competence and/or to make transparent your approach to professional practice. In other words, in choosing the "case", it is very important to consider the purpose of the case studies.

Think about the purpose

In relation to the *PGDipPracPsych(Comm)* the overall purpose of the case studies is to 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 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.

Consider your audience

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 (or present) 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/present about, what you actually write/present and how you write/present.

Use case studies as 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 cases, consider how writing a case study provides you with an opportunity to understand in detail a particular situation or issue you are

facing. Preparing 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 preparation 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 preparing your case studies wisely. Before you start 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.

That is, 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 cases you choose to explore do not have to be 'successful' or 'finished' at the time they are written up.

Create a 'set' of case studies

The case studies you submit for the final oral examination should cover the breadth of your practice – as well as illustrating the development and application of the core competencies in your practice.

The preparation of your case studies should be approached systematically. You will be encouraged to map out the case studies you plan to complete and assess these against the core competencies and your learning plan. 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 five 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.

Important Hints

- Approach the preparation of your case study systematically.
- Use the case study preparation 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?

Having decided on a case, 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/scripting 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 preparing 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 process.
- Your map provides you with an effective tool to ensure you construct a coherent 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 11: Case Study Cover Sheet Template* (p.81) 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 for written case studies. Use a commonly-used digital format (e.g. VLC media file) for any audio-visual presentation. (Discuss with your university supervisor how such a recording can be best shared with the reviewer and/or examiners.)

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. (Like other case studies, you need to provide a written abstract to accompany any recorded case study.) The abstract 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 (or viewer) 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/viewer 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/viewer 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 (or view the whole presentation).

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/viewer 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. (A written reference list should accompany an audio-visual presentation.) 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/or 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 is 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 review all five of your case studies, as well as your folio and practice log. And, it is highly unlikely they will be examining just you. The examiners will have a lot of information to digest 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.⁵

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

⁵ Hint: don't "waste" words in your first case study describing the context of your work. Remember, this is covered in Section 1 of your folio, just before the first of your case studies.

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)?

Support Provided

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 may also be required to present updates of your case studies to other interns. 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

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. Below 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 11: Case Study Cover Sheet Template*, p. 81).

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

Requirement 6: Mid-internship review

The mid-internship review is an opportunity to take stock of your progress and identify areas you need to work on in the time remaining before the final oral examination. It is also an important milestone for updating your learning plan (see p 15). It will be conducted at the mid-point of your internship (after six months for full-time students; twelve months for part-time students) or as soon thereafter as possible. At least two, but preferable three, of your case studies should have been completed before the review. These case studies will be made available to the people conducting your review.

The review meeting will be conducted by a reviewer. The reviewer can be either another staff member or a programme associate. Either way, he or she will not have been involved in your internship in any significant way. That is, the reviewer comes to the role "fresh": this can be very useful in identifying areas needing development, which, because of over-familiarity, may have previously been overlooked within the context of university and/or placement supervision.

Your university supervisor, and if possible, your placement or external supervisor, will also participate in the review meeting.

The review meeting has some of the characteristics of an oral examination. While the purpose is different (to assist your development rather than assessing you), it is a little like an oral examination in that you can expect it to be reasonably formal and for it to include quite searching questions about your practice and your professional development. The people conducting the review take notes during the meeting and give you written feedback afterwards. The feedback will focus on those areas needing development as you prepare for your examination. It is likely to be useful in updating your learning plan. You should do this in consultation with your supervisor(s).

It is important to note that although there is a written record of the outcome of the review (i.e. the written feedback), this will *not* be made available to the panel who will conduct the oral examination at the end of the internship. It is important that they come to their task without any preconceived notions about your ability. "Quarantining" the review in this way emphasises that this is a developmental activity: it is a formative evaluation rather than a summative one. You should take this opportunity to be absolutely frank and open about your practice.

Requirement 7: Folio and reflections

Your *Folio* is the main document you will submit to your examiners. It will present a reflective overview of your internship as well as your case studies. It should have four sections, plus appendices:

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 and help to contextualise your case studies.

Section 2 contains your case studies. Usually, it will be best to have them appear in chronological order. This will help the examiners trace your development over their internship.

Section 3 contains your critical reflections on your overall internship. The purpose here is to step back and critically reflect on your internship activities from a wider perspective. 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 journal, as well as your case studies, will provide you with useful information to help you complete Section 2. More specifically, by reviewing your journal 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 journal entries, 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. Use supervision meetings to assist you identify your overall themes for Section 2.

Section 4 contains a summary self-assessment of your competence as a community psychologist. You are required to review the core competencies 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-assessment 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. 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, not quantity. Depending on their size, you may wish to bind and submit your appendices separately or submit them electronically.

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

Requirement 8: Stakeholder and Supervisor Feedback:

To triangulate information on your practice and competence, the examination panel will consider feedback from your workplace/external supervisor(s) and 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 (i.e. 40 weeks supervised practice), your workplace/external supervisor will provide assessments approximately every three months. See Appendix 9 (p. 77) or 10 (p. 79) for the appropriate 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.

The number of stakeholders who should be included will vary from internship to internship. It is more important to get people who can comment in depth than it is to get lots of people, but generally, you should aim for at least four stakeholders.

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 12 (p.82) contains a list of 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. Make sure it is clear which questions should be asked of each person. 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.

Requirement 9: Final Oral Examination

When all the previous requirements have been met, you will be eligible to proceed to the final examination. An examination panel will be convened. It is their role to determine whether you have achieved the core competencies. To do this, they will

- a) review your submitted work (the folio, including the 5 case studies),
- b) consider the feedback from your placement supervisor(s) and other stakeholders,
- c) listen to the presentation you make to them, and
- d) consider your responses in an interview which follows your presentation.

The documents relating to (a) and (b) above must be submitted three weeks prior to your examination. Examinations will usually occur no more than twice per year.

Examination Panel

The examination panel will consist of at least 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. To ensure the needed breadth of experience, knowledge and perspectives, the examination panel may be supplemented by one or two internal examiners, staff members who have not been involved in your supervision.

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. Your supervisor is there to provide clarity and contextual information where required: your supervisor is not an examiner. Secondly, another staff member will chair the examination process, including presentation, interviews and deliberations.

Examination Process

The final oral examination will normally consist of two parts:

1. A presentation on some aspect of your work 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 a re-examination of the intern.
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

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 submitted work. In addition, it is likely that some competencies may have already been adequately demonstrated earlier in your graduate training. This is particularly relevant for the research competency which is likely to have been demonstrated by 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 the 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 a re-examination of the intern. If the panel considers that the intern warrants re-examination, it 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 once only.

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.

You will normally be expected to complete your presentation in 20 minutes.

Interview

The majority of questions from the examiners will focus on issues arising from your submitted work: 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 journal, weekly practice logs, case studies and folio. Also make sure you are familiar with the core competencies and how you have demonstrated these. Use the competency template in Appendix 13 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 case studies and folio into the examination – along with any notes you wish to have available 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:

- Take 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 to see if you have answered satisfactorily or if she or he 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.

Some interns have found it useful to practice these skills in a role play sometime before the examination.

The interview will normally take between 40 and 60 minutes.

After the examination

Generally, you will receive written feedback from the examination panel and an offer to meet with your University Supervisor to discuss it. Such feedback is offered in the spirit of "things to think

about” as you move forward in your career. You may find it helpful as you formulate your first learning plan as part of the Board’s Continuing Competence Programme. As you will have learnt during your time in the programme, the diploma is not the end of your education but one step along the way of meeting the ethical and legal requirements of continued professional development. More information on the Board’s Continuing Competence Programme can be found at <http://www.psychologistsboard.org.nz/competence-matters#CCP> .

Once you have passed your examination, you are eligible to apply for registration in the general psychologist scope. You will find an application form on the web site of the New Zealand Psychologists Board. You should apply as soon as practicably possible. You do not need to wait until your diploma is conferred. Instead, get a letter from the Programme Convenor confirming that you have completed all the requirements for the *PGDipPracPsych(Comm)*. This needs to be submitted with your application.

We strongly recommend that you maintain your registration, including having a current practising certificate. There are certain circumstances in which it may be appropriate not to renew your practising certificate (and appear as “Inactive” on the Register) but you should take this option only if you are taking time out of the workforce (e.g. because of family commitments or undertaking further study). The fact that you may not have *Psychologist* in your job title is irrelevant: as the Board makes clear, even if a psychologist is practising under some other title, they are still obliged to have a current practising certificate. Moreover, it is important to appreciate that any psychologist returning to practice after a gap of three or more years may have additional requirements to meet before a practising certificate can be issued.

Finally, we hope that you will maintain your relationship with the community psychology programme. As you will have observed, graduates of the programme make important contributions to the programme in various roles such as guest lecturers, supervisors, examiners, reviewers and Associates. We hope that you will become an active member of the community of community psychology practitioners.

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 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 to⁶,

Knowledge involves 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.

Skill is the ability to effectively apply knowledge in actual practice.

Judgement involves 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 may influence actions and perceived meaning. Good judgement increases the likelihood that choices made will be beneficial for the individuals, families, groups, communities and 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 clients' needs. Diligence also encompasses striving to give the best service possible to each and every client.

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.

The competencies are grouped under 3 headings. These are:

⁶ New Zealand Psychologists Board. (2012). Continuing Competence Programme for Psychologists Practising in Aotearoa New Zealand. Wellington: New Zealand Psychologists Board. Retrieved from http://www.psychologistsboard.org.nz/cms_show_download.php?id=234 12 March 2013. Page 3.

- *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:

- Articulate key values and principles of community psychology.
- Articulate psychological knowledge in a manner consistent with the best evidence available.
- Apply these to the analysis of social issues in Aotearoa.
- 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:

- Understand her or his own cultural values and practices and how these influence the way she or he experiences the world.
- 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.
- Practice in a manner which is appreciative of diverse realities.
- Build collaborative relationships with people of cultures other than her or his own.
- 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/himself 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.
Critically evaluate research and give appropriate advice to others about research findings.
- b) Write a literature review.
- c) 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.

Appendix 2: Values and Principles of Community Psychology

Values are inextricably enmeshed in all forms of human behaviour, including psychological research and practice. Values help frame the way we see the world and play an important role in determining our priorities. In this sense, values help set our agendas. Community psychologists believe it is important to make explicit the values guiding their practice. Core values and principles which have been identified in community psychology are; social justice, empowerment, diversity and cultural pluralism, cultural awareness, social innovation, evaluation, community development, community participation and collaboration.

Social justice

Social justice requires us to imagine a more humane world, a world without inequity or oppression, a world in which the dignity and worth of all people are affirmed and the rights of individuals and collectives are protected – as far as those rights are consistent with protecting the rights of others. Social justice involves promoting social change which benefits people who are experiencing disadvantage. Examples include highlighting discrimination and oppression, identifying inequities in the ways communities function, providing access to resources and support services, challenging the privilege of dominant groups and changing practices which discriminate against non-dominant groups.

Empowerment and competence enhancement

Empowerment has become one of the key themes in community psychology. It has been defined as enhancing the possibility that people can more actively control their own lives. Both the growth of a psychological sense of personal control or influence and a concern with actual social influence, political power, and legal rights are inherent in the concept of empowerment. Many people now recognise the importance of social interventions being planned to enhance the competence of individuals, groups, and organisations involved in community development. Such social change interventions emphasis the development of strengths, competencies and skills rather than just describing deficits, weaknesses and needs.

Diversity and cultural pluralism

Community psychologists value human diversity. From a social justice perspective, diversity is valued because the worth and dignity of all people needs to be respected, regardless of their individual and group characteristics. Ecology teaches us that diversity leads to more robust communities because the knowledge and experience of diverse groups can be utilised in facing challenges and developing solutions to complex problems.

Differences, such as those of culture, gender, class, sexual orientation or (dis)ability should be recognized and respected. People should be free to express their cultural values and participate in all spheres of life. This enhances the likelihood of maximizing the quality of life for people within diverse societies. Promotion of cultural pluralism follows from the belief in the positive nature of human diversity and the right to be different without suffering material or psychological sanctions. In particular, indigenous peoples and other communities have the right to self-determination for their communities. The belief in cultural pluralism is constrained by the proviso that the expression of cultural or religious values must not infringe on the rights of other groups or deny the validity of individual rights.

Cultural awareness and biculturalism

The promotion of diversity and pluralism requires an awareness of the culturally-bounded nature of one's own experiences and knowledge. It requires a critical examination of what might be thought of as "normal," "true" or "objective" to reveal the limitations of dominant world views. For members of dominant groups, it requires reflecting on one's own identity and how that has shaped one's view of the world. It requires a willingness to learn about cultures other than one's own. While the specifics of this may vary from setting to setting, all community psychologists in Aotearoa/New Zealand are expected to have an appreciation of kaupapa Māori.

An important part of the agenda of social justice within Aotearoa/New Zealand is having an understanding of the process of colonisation and its impact on Maori. An outcome of such concern is working to develop social, political and economic processes which are consistent with the spirit and intentions of Te Tiriti O Waitangi. Community psychologists work in ways which promote self-determination for Māori and encourage non-Māori to better understand and practice treaty-based partnerships.

Social innovation and social change

Community Psychologists promote the use of innovative techniques and approaches to deal with recurrent social problems, recognizing that some existing approaches are ineffective, or make social problems worse. Social change strategies follow from the recognition that reducing social problems can often be best achieved by changing environmental conditions instead of, or as well as, adopting change strategies that focus upon individuals.

Evaluation

Evaluation of social action is seen as an essential element of social change and social innovation. Evaluation can identify positive and negative effects of social change strategies. As well, evaluation can provide information for decision-making relevant to programme and organisational development and improvement. Evaluation is important to community psychology because it is recognized that resources are usually limited and need to be used as efficiently as possible. Evaluation and social innovation are also relevant to concerns about being accountable to people affected by social change.

Community development and participation

Community development refers to a process of strengthening a community's human, economic and environmental resources with the goal of creating a 'healthy' or 'competent' community. A healthy community is one that can reduce social, psychological and physical health problems and enable members to achieve their aspirations. Community involvement and cohesion are important factors in community development. Community development is more likely to occur if members identify with community activities and are committed to community concerns. Community members should be able to participate in assessment of needs and setting of priorities in matters affecting their communities. A community psychology approach to community development emphasises the importance of working alongside community members to define and address community concerns. A community psychology approach to policy making emphasises the importance of ensuring that there is genuine participation from all stakeholder groups.

Collaboration and partnership

Sustainable positive change requires work practices which involve collaboration and partnership. Community psychologists recognize that they do not have a monopoly on important knowledge, and value the knowledge, skills and experience of others. Relationships with community groups and organisations are viewed as partnerships, where each partner makes important contributions; for example, in the setting of research objectives and the ways in which the research findings are used.

An ecological approach

An ecological approach recognizes the importance of contextual factors in shaping community life and in maintaining social problems. These factors include features of the social, organisational, political, cultural, economic and physical environments. A complete account of environmental influences also requires consideration of the historical context. Although psychologists have long assumed that behaviour is a function of both individual and environmental influences, many areas of psychology do not elaborate or investigate the wide range of environmental influences on individuals and communities. Growing understanding of the influence of environmental factors on individuals and groups has seen community psychology link more closely with environmental psychology and human geography.

Systems perspectives

A further aspect of the field of community psychology, related to understanding environmental and organisational influences on behaviour, is knowledge about how social systems operate. Systems perspectives involve the concepts of multiple causation of social problems, multiple levels of analysis, and the operation of processes which accelerate or resist change in organisational, institutional and community systems.

Prevention

In most human services, distinctions are made between prevention and treatment. It is evident that for many social problems, such as substance abuse, nearly all resources are allocated to immediate services for acute cases. Psychologists have traditionally focused upon treatment and early detection in their prevention work. Community based disciplines try to provide a more equitable allocation of resources into preventive interventions. Community psychologists' prevention efforts may be characterized as either individual focused (e.g., teaching individuals to drink in moderation) or environment focused (e.g., reducing the availability of alcohol).

In recent years the concept of health promotion, incorporating the idea of empowerment, has gained more prominence compared to prevention. In the words of the Ottawa Charter, health promotion *is the process of enabling people to increase control over, and to improve, their health*. Health promotion pays attention to the societal conditions necessary for health (e.g. peace, shelter, education, food, income, a stable eco-system, sustainable resources, social justice and equity). It is characterised by an holistic approach (promotion of health generally rather than the prevention of specific problems) and encourages "bottom up", community development initiatives.

Appendix 3: 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 need 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.⁷ 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 evaluation⁸. Specialist journals devoted to exploring the concept, theory and application of reflective practice⁹, 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 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, visible¹⁰. 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

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

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

⁹ For example, *Journal of Reflective Practice*

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

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.¹¹

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 not 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.¹² 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 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.

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

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

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 these are fundamental to your on-going 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 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. Important mechanisms for doing this are your practice log, case studies, coursework and supervision. So too is your journal.

Appendix 4: 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 1st 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)*.

If you have a proposed internship position, complete all questions.

If you do not yet have a proposed position and are applying for conditional entry, complete questions 1 to 11 only.

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 who can be accessed through the Programme Administrator. This form is available electronically from the Programme Administrator at dwalsh@waikato.ac.nz

Please send your completed application form to:

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

Electronic submissions should be addressed to dwalsh@waikato.ac.nz

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:

Type here

2. Contact Details:

Current Postal Address

Type here

Current phone number/s (include area code):

Type here

Current E-mail Address:

Type here

3. Date of birth: *Type here*

4. Ethnicity: *Type here, and if relevant, include iwi and hapū affiliations*

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.

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

Type here

7. Please write a brief personal statement (1 page maximum) in which you describe:
- your interests in community psychology;
 - your reasons for considering community psychology as a career; and
 - what you hope to accomplish through the *PGDipPracPsych(Comm)* training at Waikato University.

Type here

8. Please provide the name and contact details (phone, e-mail, postal) for your thesis/dissertation supervisor¹³.

Type here

9. 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 1st November. (Template provided)

1) *Type here*

2) *Type here*

10. 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) *Type here*

2) *Type here*

11. I have read, and understand, the requirements to register with the New Zealand Psychologists Board as an intern psychologist before I can begin my internship.

YES

NO

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

(Complete the following section only if you have a proposed internship placement.)

12. Please provide a brief statement which describes the position you will be employed in/or undertaking for the duration of the *PGDipPracPsych(Comm)*, and how it is suitable for the *PGDipPracPsych(Comm)*. Your statement should include reference to:

- a. *Your proposed roles and responsibilities; and*
- b. *How the position and setting will provide you with the opportunity to develop and demonstrate the core competencies required for the PGDipPracPsych(Comm)*

Type here

Unless you are applying for conditional entry only, the following must be attached to your application:

- 1) *Your proposed job description*
- 2) *A letter from your employer (see template in Appendix 5 (p. 68)) 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.*

CHECKLIST

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Academic record (attached) | <input type="checkbox"/> |
| Curriculum vitae (attached) | <input type="checkbox"/> |
| Two examples of your work (attached) | <input type="checkbox"/> |
| Two referees have forwarded their references directly to the Programme Administrator by 1 st November (one relevant to your academic experience: one relevant to your community experience). See template in Appendix 6 (p.71 Appendix 6: Template for Referees) | <input type="checkbox"/> |
| <i>And if you have a proposed internship position...</i> | |
| Your proposed job description (attached) | <input type="checkbox"/> |
| A letter from your employer(s) (attached) | <input type="checkbox"/> |

Incomplete applications will not be considered.

Appendix 5: Template for Employer Letter

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.

*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 signed¹⁴.

[Signed, Organisation]

¹⁴ A template for this formal agreement is provided for your information.

Appendix 6: 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 by 1st November, either in hard copy to Donna Walsh, Programme Administrator, School of Psychology, University of Waikato, Private Bag 3005, Hamilton – or via email to dwalsh@waikato.ac.nz. If you have any questions, please contact the Programme Administrator, on 07 837 9222 or via email above.

Naku noa, na
Community Psychology Programme Management

Appendix 7: Template for Internship Agreement

Agreement between University, Supervisor, and Placement Supervisors ¹⁵

*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: _____*

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*

¹⁵ 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.

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, five 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 8: 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

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 programme, interns must:

- Attend an induction
- Participate in regular supervision meetings)
- Complete a Weekly Practice Log
- Complete five Case Studies
- Complete a Project/Casework Folio
- Pass a final oral examination in which the student is assessed 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 on-going 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.¹⁶ The intern will also be expected to meet the normal requirements of their employment contract.

¹⁶ 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.

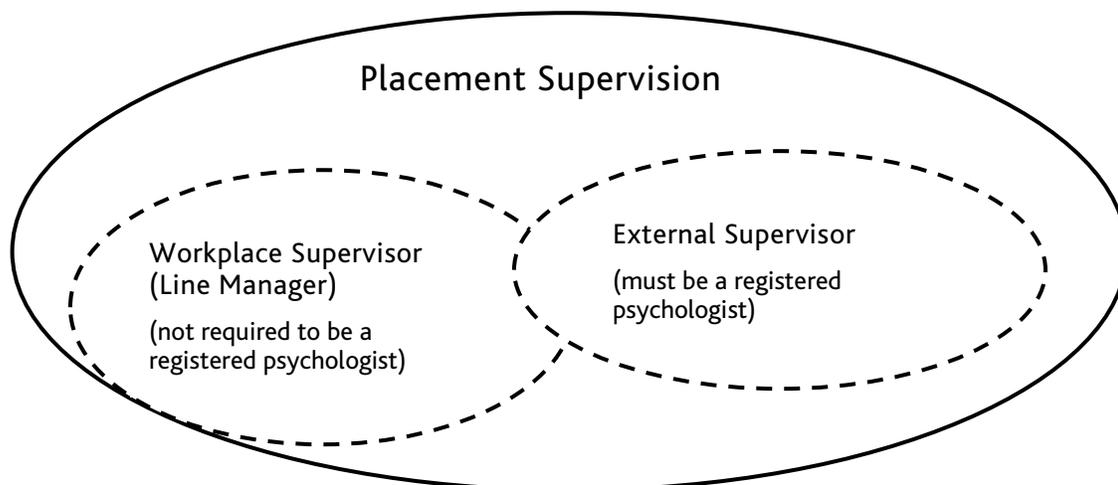
Oversight and Support of Interns

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 the intern's preparation for the final oral examination. The 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.



* External supervision would incur a cost which normally would need to be met by either the intern or the 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 the intern, and is willing to help them learn.
- Understands that their role as workplace supervisor is not only to direct and supervise the intern's work, but also to be available and willing to discuss professional and work issues as they arise.
- Be willing to meet with the university supervisor from time to time.

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 completing *PGDipPracPsych(Comm)* assignments), 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 by theoretical knowledge
- 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 their 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 confirming that the position(s) can be used as an internship.. 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

*Donna Walsh
Programme Administrator
School of Psychology,
The University of Waikato,
PB 3105,
Hamilton.*

Tel (07) 837 9222

dwalsh@waikato.ac.nz

Appendix 9: Internship On-site Supervisor's 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:

Donna Walsh

Programme Administrator

School of Psychology

University of Waikato

Private Bag 3105

Hamilton.

Telephone (07) 837 9222

Email dwalsh@waikato.ac.nz

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.)*

Type here

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)*

Type here

3. Supervisor's comments on behaviours or skills that require further development or improvement to reach an acceptable level.

Type here

Appendix 10: 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:

Donna Walsh
*Programme Administrator
School of Psychology
University of Waikato
Private Bag 3105
Hamilton.*

Telephone (07) 837 9222

Email dwalsh@waikato.ac.nz

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.*)

Type here

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*)

Type here

3. Supervisor's comments on behaviours or skills that require further development or improvement to reach an acceptable level.

Type here

Appendix 11: Case Study Cover Sheet Template

INSERT CASE STUDY TITLE

*Completed for:
PSYC541 - Case Study Analysis in Applied Community 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 12: 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 13: 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>Principles and Values of Community Psychology</p> <p>Familiar with, understand and be able to apply key principles of community psychology.</p> <p><i>Demonstrated by ability to:</i></p> <ul style="list-style-type: none"> • Articulate key values and principles of community psychology. • Apply these to the analysis of social issues in Aotearoa. • Show how his or her practice has been guided by them. 		

Cultural Safety	Evidence of Accomplishment	Comments
<p>Practice in a culturally safe manner across a variety of settings.</p> <p><i>Demonstrated by ability to:</i></p> <ul style="list-style-type: none"> • Understand her or his own cultural values and practices and how these influence the way she or he experiences the world. • 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. • Practice in a manner which is appreciative of diverse realities. • Build collaborative relationships with people of cultures other than her or his own. • Recognise the need to seek appropriate cultural advice and to access such advice through supervision and professional support. 		

Ethical Appropriateness	Evidence of Accomplishment	Comments
<p>Practice in an ethically sound manner.</p> <p><i>Demonstrated by ability to:</i></p> <ul style="list-style-type: none"> • Understand and apply the Code of Ethics for Psychologists in Aotearoa. • Identify ethical issues in own practice and work through a sound process of information gathering, consultation and decision making in regard to those issues. • Provide a rationale for actions (conscious decision-making). • Advocate for sound, ethical practices. 		

Te Tiriti o Waitangi and Biculturalism	Evidence of Accomplishment	Comments
<p>Practice in a manner consistent with Te Tiriti o Waitangi</p> <p><i>Demonstrated by ability to:</i></p> <ul style="list-style-type: none"> • Articulate the provisions of Te Tiriti and relate them to contemporary social issues. • Understand the history of relationships between tangata whenua and the Crown. • Advocate for the implementation of treaty responsibilities. • Understand the rationale for consultation with Māori and be able to work out how to determine an appropriate process in their work setting(s). • Work appropriately in relation to Māori decision-making and authority structures. • Demonstrate familiarity with common Māori protocol and understand the philosophy underlying these. • Contribute to cultural justice initiatives from a clearly defined position of her/himself as tangata whenua or tau iwi. 		

<p>Reflective Practice</p> <p>Practice in a self-reflective manner</p> <p><i>Demonstrated by ability to:</i></p> <ul style="list-style-type: none"> • Critically reflect on own practice in a process of continual improvement. • Plan and monitor workload and implement appropriate mechanisms for coping with stress. • Be self-aware about abilities and limitations. • Understand the value of supervision and to engage in regular supervision. • Seek out and maintain professional networks. 	<p>Evidence of Accomplishment</p>	<p>Comments</p>
<p>Critical Multi-level Analysis</p> <p>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"> • Analyse and synthesize complex information. • Undertake well-reasoned critiques of research and scholarship relevant to her or his area of practice. • Undertake well-reasoned critiques of policy relevant to her or his area of practice. • Observe, analyse and critically reflect on community and organisational processes. 	<p>Evidence of Accomplishment</p>	<p>Comments</p>

Relationship Skills	Evidence of Accomplishment	Comments
<p>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"> • Understand and implement the principle of reciprocity in relationships. • Develop good working relationships with others, including others who have either more or less power. • Relate effectively to people from a diverse range of backgrounds. • Handle conflict in a constructive way. • Bring to relationships the knowledge and value base of community psychology. 		

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>Communication Skills</p> <p>Communicate effectively, both in written and oral forms, in a wide range of settings to a variety of audiences.</p> <p><i>Demonstrated by ability to:</i></p> <ul style="list-style-type: none"> • Produce clear, concise technical and academic reports. • Write in a direct, user-friendly manner. • Adjust her or his writing style for the intended audience. • Make oral presentations which can convey complex ideas in a manner which engages the audience. • Communicate in a way that encourages change. 		

Research Skills	Evidence of Accomplishment	Comments
<p>Conduct and evaluate applied community research.</p> <p><i>Demonstrated by ability to:</i></p> <ul style="list-style-type: none"> • 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. • Critically evaluate research and give appropriate advice to others about research findings. • Write a literature review. • Understand ethical issues relating to research, including researchers' responsibilities to diverse stakeholders. 		

Community and Organisational Processes and Interventions	Evidence of Accomplishment	Comments
<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"> • Negotiate entry into a setting and to identify key dynamics and decision making processes. • Design processes to enhance collaboration between people with diverse interests. • Understand community development approaches and pathways for social change. • Understand and promote participatory decision-making processes in communities and organisations. 		

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.