

PSYCHOLOGISTS BOARD OF WESTERN AUSTRALIA

POLICY STATEMENT

CREDIT OF ACADEMIC DUTIES FOR REGISTRATION PURPOSES

For those registrants who are employed with a combination of primarily academic duties, but who are also engaged in direct client external contact within or outside the academic environment, the following principles will be applied in considering time credits towards registration supervision.

- Direct client contact time and reports will be allowed 100% (proven by provision of duty statements and diary description of nature of work and times).
- Over a six-month Specialist Title supervision period client contact hours (including associated report-writing and clerical tasks) must average at least 10 hours per week.
- Some categories of non-client academic duties (see below) may contribute to work accepted for Specialist Title supervision purposes, but cannot exceed 30% of total hours claimed in any one six month. That is:

$$\text{Non-client academic duties} \leq \frac{\text{Client-contact work} \times 30}{70}$$

- Academic duties that may contribute towards work for Specialist Title supervision purposes will be approved on a case-by-case basis. As a general guide to supervisees they may include areas such as:
 - ⇒ supervision of student client contacts
 - ⇒ specialisation related teaching
 - ⇒ specialisation related professional development
 - ⇒ applied research relevant to the specialist area

Premises underlying formula

1. Significant direct face-to-face client work is a primary and essential practice component for the purposes of supervision for registration.

Although some vicarious learning arising from supervision of student client contact may in some respects be aligned closely to learning from direct client contact, other important learning experiences are missing from the vicarious experience. These include but are not limited to the following.

- Dealing with moment-to-moment decision making and responding within the therapy context.
- Direct experience in rapport building.
- Dealing with one's direct emotional reactions to client issues.
- Dealing directly with transference and counter-transference.
- Experiencing direct supervision of one's conduct of the case.

2. *The supervisee should have a broad and balanced range of relevant practice experiences.*

Decisions regarding how much of a particular type of experience should be credited for supervision purposes needs to take into consideration not only the amount or extent of a particular experience, but also the overall balance of all experiences throughout the entire supervision period.

For example, all things being equal, an academic who engages in larger amounts of direct client work may reasonably qualify for greater amounts of specialisation-related non-client work than another academic who has less direct client contact. If academics with little direct client work had large amounts of non-client work credited towards supervision, they may complete supervision with insufficient supervised direct client work.

3. *One type of professional experience cannot usually be substituted for a lack of another type of experience (A corollary of 2 above).*

An example of this relates to the crediting of professional development activities for supervision purposes. A supervisee employed full-time, for example in a government agency, may be credited 100% credit for professional development activities during normal working hours on the basis of the balance in the JDF between direct client involvement and PD (and other non-client contact activity). On the other hand a part-time employee or academic with relatively lower levels of client contact may expect to gain fewer hours recognition for PD. The full crediting of PD in the absence of appropriate levels of direct-client contact work would not provide an appropriate balance of experiences.

4. *To be effective as a learning experience there need to be a sufficient density of direct client experiences.*

Lower levels of weekly direct client work do not provide sufficient practice effects whilst higher levels of direct client work increase the potential for transfer of learning from one experience to another and be helpful in building up the confidence of the supervisee. Thus it is appropriate to stipulate a minimum average weekly requirement for face-to-face client work.

Approved at Board meeting on 5 October 2004