

Masterclass Course Outline

Masterclass Name	Supervising Higher Degree Trainee Psychologists in a Regional, Rural and Remote Context
Study Modes	Face-to-Face (1-day workshop) OR Live VC
Course Coordinator	Dr Sharon Varela

We acknowledge the Traditional Owners of the lands and waters where our University is located and actively seek to contribute and support the JCU Reconciliation Statement, which exemplifies respect for Australian Aboriginal and Torres Strait cultures, heritage, knowledge and the valuing of justice and equity for all Australians.

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Pre-requisites

This Masterclass is designed for psychologists who provide professional/clinical supervision to student psychologists. This Masterclass focuses only on the postgraduate supervision requirements of all psychology Masters programs. This Masterclass has been approved by the Psychology Board of Australia for supervising Psychologists seeking to maintain Board-approved supervisor status.

Masterclass outline preparation

This Masterclass outline has been prepared by Dr Sharon Varela for the Centre for Rural and Remote Health and the College of Healthcare Sciences, Division of Tropical Health and Medicine, James Cook University. This Masterclass was last reviewed on 3 March 2022.

Q1. This Masterclass is offered across more than one campus and/or mode and/or teaching period within the one calendar year.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Q2. If yes (Q1), the design of all offerings of this Masterclass ensure the same learning outcomes and assessment types and weightings.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Q3. If no (Q2), Dr Sharon Varela has authorised any variations, in terms of equivalence.		

Masterclass outline peer reviewer

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Next Major Review	30 June 2023

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* Consultation times by appointment only.

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1 Masterclass at a glance

1.1 Participation requirements

Participation requirements are listed below. All requirements need to be met to successfully complete this Masterclass.

Key Masterclass activities	Time	Day and date	Location
Workshop assessment	3 hours*	Due within one week of attending the final Masterclass workshop session.	Website link + Email session.
Masterclass** (Note: this is delivered as either a one-day face-to-face masterclass or as an online live VC masterclass delivered through two 4-hour sessions)	7 hours*	Dates published on website**	Refer to website
Completion of reflection tasks (during the workshop), and participation in group/peer work during the workshop	N/A	Participation is assessed during workshop session(s).	Workshop

**This Masterclass is equal to 10 hours active learning. Break times are not included in the active learning hours.

** For information on the days and times when your masterclass is on, visit <https://www.crrh.jcu.edu.au/health-professionals/psychology-and-allied-health-supervisor-training/masterclasses-for-experienced-supervisors/masterclass-calendar/>

1.2 Key dates

Key dates	Date
Last date to withdraw without financial penalty	4 weeks prior to the Masterclass commencing
Masterclass registrations closing date	One week prior to first Masterclass session
Calendar invite and access to Masterclass materials	One week prior to attending first Masterclass session

2 Masterclass details

2.1 Masterclass description

This Masterclass is designed for psychologists who provide supervision to higher degree students while on placement and need to keep abreast of the APAC & AHPRA requirements, and their role as the supervisor. This workshop will focus on the requirements of the higher degree program for all two-year Masters programs (Endorsement pathway) and one-year Masters programs (5+1 pathway). This workshop also aims to provide supervisors with knowledge and methods for the effective evaluation of the student competencies while on placement and will include practical tasks to increase their skill and confidence in providing critical feedback to students. There will be a focus on supervising higher degree students in the rural and remote context.

2.2 Masterclass learning outcomes

After completing this Masterclass you will:

1. understand the current higher degree program requirements and learning context
2. understand context, including placement factors, supervision and stages of learning
3. be able to assess competencies within the context of placement number/learning stage
4. be able to consider the different needs of a placement in a regional, rural and remote context

2.3 Learning and teaching in this Masterclass

This masterclass will consist of a mix of didactic presentation, skills practice, and group discussions. This is a master level class that utilises a peer learning framework, drawing on your experience to guide the discussions and learnings.

2.4 Participant feedback on Masterclass and teaching

As part of our commitment at JCU to improving the quality of our courses and teaching, we regularly seek feedback on your learning experiences. Participant feedback informs the evaluation of the Masterclass and its teaching strengths, including areas that may need refinement or change. We value your feedback and ask that you provide constructive feedback about your learning experiences for this masterclass, in accordance with responsibilities outlined in the [Participant Code of Conduct](#). Refrain from providing personal feedback on topics that do not affect your learning experiences. Malicious comments about staff are deemed unacceptable by the University.

2.4.1 Links (from workshop)

Health workforce needs assessment:

https://www.healthworkforce.com.au/media/Healthworkforce/client/4.%20Workforce_Planning/2020_HWNA_Web.pdf

Supervision video - Administrative versus clinical supervision: <https://www.youtube.com/watch?v=Hx7kXR3g20Q>

Supervision video - Drive by supervision: <https://www.youtube.com/watch?v=aUaECOWSMJM>

Supervision video - Why it matters: <https://www.youtube.com/watch?v=thQXuF3byYI>

APA Benchmarks guide: <https://www.apa.org/ed/graduate/benchmarks-guide>

3 Assessment details

3.1 Requirements for successful completion of Masterclass

In order to pass this Masterclass, you must:

- Demonstrate a reasonable attempt on all assessment tasks, including achieving at least 80% on the pre-workshop assessment.
- Actively participate in the masterclass activities and discussions.
- Complete the feedback questionnaire.

Assessment items will be reviewed through moderation processes ([Learning, Teaching and Assessment Policy](#), 5.13-5.18). It is important to be aware that the assessment “is always subject to final ratification and that no single result represents a final grade in a Masterclass” ([Learning, Teaching and Assessment Policy](#), 5.22.).

3.2 Feedback on Participant learning

Participants will be provided with progressive feedback during the masterclass, and formative feedback on the workshop assessment.

3.3 Assessment tasks

ASSESSMENT TASK 1: Workshop Assessment

Aligned Masterclass learning outcomes	<ul style="list-style-type: none">• develop a comprehensive understanding of current higher degree program requirements and be able to self-assess supervisor competencies effectively.• develop knowledge in supervising for professional, organisational and communication competencies• develop knowledge and confidence in evaluating higher degree competencies within the regional, rural and remote context
Group or individual	Individual assessment task
Weighting	30%
Due date	Date set on LearnJCU, please make sure it is submitted by the listed date.

ASSESSMENT TASK 1: DESCRIPTION

This assessment task has been set to ensure all participants have a shared understanding of the topic being discussed in the workshop. The assessment task will be able to be completed from the supplied materials. The assessment questions may consist of multiple choice, short-answer and reflective questions. *Please note that some assessment items will require peer or supervisee feedback on your supervision.*

ASSESSMENT TASK 1: CRITERIA SHEET

You need to achieve a minimum grade of 70% to pass the pre-workshop assessment. Participants will be able to resubmit as many times as it takes to pass.

CRITERIA	PROFICIENT (90% or higher)	COMPETENT (70% - 89%)	UNSATISFACTORY (0-69%)
TOPIC ASSESSMENT TASKS			
Content: short answer questions and other tasks	<p><i>SHORT-ANSWER responses</i> demonstrate an advanced understanding of the question, are able to argue the viewpoint/idea by applying the learning material to the question, and are of sufficient length to answer the question.</p> <p><i>REFLECTIVE responses</i> demonstrate an advanced understanding of the problem or idea, critically reflect on this in the context of own practice, and argues for how/why this will/will not change or guide future practice.</p>	<p><i>SHORT-ANSWER responses</i> demonstrate understanding of the topic and are of sufficient length to answer the question.</p> <p><i>REFLECTIVE responses</i> describe the problem or idea, critically reflect on this in the context of own practice, and argues for how/why this will/will not change or guide future practice.</p> <p><i>OTHER TASKS</i> are completed according to the instructions in the learning activity and submitted online for marking when requested.</p>	<p><i>SHORT-ANSWER responses</i> are not attempted or are attempted but do not fully demonstrate an understanding of the topic and/or are not of sufficient length to answer the question.</p> <p><i>REFLECTIVE responses</i> describe the problem/idea but there is minimal attempt to critically reflect in the context of own practice, and/or is not able to sufficiently argue how/why this will/will not change or guide future practice.</p>

CRITERIA	PROFICIENT (90% or higher)	COMPETENT (70% - 89%)	UNSATISFACTORY (0-69%)
	<i>OTHER TASKS</i> are completed at a professional standard and submitted online for marking when requested.		<i>OTHER TASKS</i> are complete and submitted online for marking, but do not fulfill the requirements of the task <i>OR</i> are not submitted.
GENERAL CRITERION			
Organisation and written communication skills	Organisation and formatting of responses are of a high professional standard, with appropriate language use. Evidence of very effective structuring and sequencing relevant to the task.	Organisation and formatting of responses are of a reasonable professional standard, with appropriate language use. Evidence of effective structuring and sequencing relevant to the task.	Organisation and formatting of responses do not meet reasonable standards of the profession and/or inappropriate language. Little evidence of effective structuring and sequencing relevant to the task.
Linking to professional practice	Organises and synthesises knowledge at an advanced level with excellent application to professional practice. Well developed knowledge translation.	Developed synthesis and analysis of knowledge gained. Application of knowledge to professional practice evident.	Lacks analysis or synthesis of knowledge. Insufficient application of knowledge to professional practice.

ASSESSMENT TASK 2: Workshop participation

Aligned Masterclass learning outcomes	<ul style="list-style-type: none"> • develop a comprehensive understanding of current higher degree program requirements and be able to self-assess supervisor competencies effectively. • develop strategies to support higher degree students to acquire a sound level of knowledge and skills during their placement. • develop skills in supervising for professional, organisational and communication competencies • develop skills and confidence in evaluating higher degree competencies within the regional, rural and remote context
Group or individual	Group and individual tasks
Weighting	70%
Due date	Assessed during masterclass - includes reflection activities and peer sharing

ASSESSMENT TASK 2: DESCRIPTION

This task requires participants to complete reflection exercises during this masterclass and to participate in group exercises throughout the masterclass.

ASSESSMENT TASK 2: CRITERIA SHEET

To achieve a satisfactory grade, participants will need to attend all sessions of the Masterclass, complete the reflection task and actively participate in peer and group exercises. An unsatisfactory grade will be given under the circumstances listed below. It is expected that this outcome would be very rare as the Masterclass is designed with a developmental learning focus and support is provided if there are any concerns.

CRITERIA	PROFICIENT (90% or higher)	COMPETENT (70% - 89%)	UNSATISFACTORY (0-69%)
WORKSHOP PARTICIPATION / GROUP ACTIVITIES	Attended all sessions and actively engaged in all group activities through sharing or other forms of participation (e.g., brain storming activities)	Attended all sessions and engaged in group activities through sharing or other forms of participation (e.g., brain storming activities)	Attended only some sessions and/or did not engage in activities through sharing or other forms of participation (e.g., brain storming activities)
PEER EXERCISES (paired skills practice activities or role plays and case studies)	Actively engaged in peer exercises, sharing own experience in the context of the learning.	Engaged in all peer exercises as required.	Did not engage in all peer exercises as required.
REFLECTION TASKS	Demonstrated an ability to critically reflect on own practice in the context of past and future practice.	Demonstrated an ability to reflect on own practice and was able to link this to future practice.	Did not demonstrate an ability to reflect on own practice.

4 Submission and return of assessment

4.1 Submission and return of assessment

Assessments will be submitted within one week of completing the Masterclass. The assessment is returned to supervisortraining@jcu.edu.au. Feedback will be provided within 2-weeks of receiving the assessment.

5 Workshop outline

Please note, the sequence of some topics may change. The workshop time is 8 hours, including breaks.

Session		Topic	Materials	Time
INTRO	Introduction	<ul style="list-style-type: none"> Welcome to Country Icebreakers & Introductions 	Whiteboard PowerPoint	25 minutes
1	Higher Degree Program Requirements in Review	<ul style="list-style-type: none"> Exploration and discussion of current higher degree program requirements The university-Supervisor relationship - communication and processes Rural and remote considerations 	Whiteboard PowerPoint	50 minutes
2	Supervision, Placement Factors and Context	<ul style="list-style-type: none"> Placement factors Supervision in review Rural and remote considerations 	Whiteboard PowerPoint Group exercises	110 minutes
3	The Learning Alliance and Stages of Learning	<ul style="list-style-type: none"> Stages of Learning Supervision transactions and education strategies/roles 	Whiteboard PowerPoint Group exercises	70 minutes
4	Competency Models and Competency Benchmarks	<ul style="list-style-type: none"> Competency model: competencies and meta competencies Competency benchmarks 	Whiteboard PowerPoint Group exercises	80 minutes
5	Evaluating Competency and Feedback	<ul style="list-style-type: none"> Evaluation processes Assessment and feedback 	Whiteboard PowerPoint Group exercises	80 minutes
CON	What happens next?	Completing masterclass requirements	Group exercise	5 minutes

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