PSYC21007 *Clinic Team I*
Term 1 - 2017

Profile information current as at 16/05/2024 12:33 pm

All details in this unit profile for PSYC21007 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview
The Clinic Team 1 unit is the initial internship training unit for the Master in Clinical Psychology Course. The learning outcomes across the domains of both knowledge and skill development align with the core capabilities of accreditation standards of the Australian Psychological Accreditation Council. The unit focuses on the integration of psychological knowledge and skills within a supervised practice learning environment.

Details
Career Level: *Postgraduate*
Unit Level: *Level 9*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
Academic Course = CG17
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 1 - 2017

- Rockhampton

Attendance Requirements
All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website
[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment
Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Written Assessment**
Weighting: Pass/Fail
2. **Practical Assessment**
Weighting: Pass/Fail
3. **Presentation and Written Assessment**
Weighting: Pass/Fail

Assessment Grading
This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Students

Feedback

Students found the change in head of program, lecturer, and cllinical supervisors mid-term to be disruptive.

Recommendation

To have consistent program staff place for the duration of the term.

Action

More staff were hired with the appropriate qualifications and experience.

Feedback from Students/Staff

Feedback

Students found it challenging to do the initial intake phone calls for client appointments.

Recommendation

Process for intake has changed for intake. The Director and Admin manage the initial intake process, and students commence with accepted referrals on the waitlist. .

Action

Students were taught the intake process in advance of seeing any clients this year.

Feedback from Students participating in first group session for Clinic Team II

Feedback

Students have requested more focus on case work in group supervison, rather the operational issues.

Recommendation

Each week in group supervision, students to present and discuss their case work.

Action

All operational matters in the daily running of the clinic were allocated to administrative staff, such as client bookings.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Describe key areas of professional practice.
2. Administer clinical interviews using techniques of non-directive therapeutic practice.
3. Develop case formulations from a cognitive behavioural framework.
4. Describe the development, implementation, and evaluation of both individual and group Cognitive Behavioural Interventions
5. Conduct, interpret and report on a cognitive assessment.

This unit is one of a series of units that will prepare you to become registered as a clinical psychologist in Australia.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

| — N/A Level | ∘ Introductory Level | ∘ Intermediate Level | Graduate Level | ∘ Professional Level | ∘ Advanced Level |

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 0%	●		●		●
2 - Practical Assessment - 0%		●		●	●
3 - Presentation and Written Assessment - 0%		●	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	○	○	○	○	○
2 - Communication	○	○	○	○	○
3 - Cognitive, technical and creative skills		○			○
4 - Research				○	
5 - Self-management	○	○	○		○
6 - Ethical and Professional Responsibility	○	○	○	○	○
7 - Leadership	○				
8 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 0%	○	○	○	○	○	○		
2 - Practical Assessment - 0%	○	○	○		○	○		
3 - Presentation and Written Assessment - 0%	○	○	○	○	○	○		

Textbooks and Resources

Textbooks
PSYC21007

Prescribed

APS Code of Ethics
(2013)
Authors: Australian Psychological Society
APS
Melbourne , Victoria , Australia
Binding: Paperback
PSYC21007

Prescribed

Clinical Interviewing
6th edition (June 29, 2015) (2015)
Authors: Sommers-Flanagan and Sommers-Flanagan
Wiley
New Jersey , USA
ISBN: 1119084237
Binding: Paperback
PSYC21007

Prescribed

Getting the Most Out of Clinical Training and Supervision
Edition 1 (2011)
Authors: Carol A. Falender, Edward Shafranske
American Psychological Association
United States
ISBN: 1433810492
Binding: Paperback

Additional Textbook Information
Whilst highly recommended, membership to the APS is not a requirement of this course and the Code of Ethics will be supplied to students by the Clinic I Course Coordinator with permission of the APS.

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Mark Lorien Unit Coordinator
m.lorien@cqu.edu.au

Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Clinic Readiness Intensive 1. Introductions 2. Overview of Clinic Team I and assessment requirements 3. Working as a team and group rules 4. Values in being a clin psych 5. Reflective Practice/Practise 6. Micro-counselling skills	• Course profile document • Wellness Centre Handbook • How to reflect article in Bennet-Levy chapter on moodle. • Sommers-Flanagan Ch.s 3 and 4 • Falender & Shafranske Ch. 10	9am – 4pm Monday 9am – 4pm Tuesday 9am – 4pm Wednesday

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Clinic Readiness Intensive 1. Ethical decision making 2. Exploring the APS Code and guidelines 3. WC Placement induction 4. Practice in a rural setting 5. Ethics revision 6. Clinic supervision and forms 7. Micro-counselling cont. 8. Confidentiality scripting	• APS Code of Ethics. • EDM by Shaw & Bancroft on moodle • Log of hours spreadsheet • Micro-counselling reading on moodle • Supervision forms on moodle	9am – 4pm Monday 9am – 4pm Tuesday 9am – 4pm Wednesday

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Clinic Readiness Intensive 1. Intake interviewing 2. Client allocations 3. Giving and receiving clinical feedback 4. Micro-counselling cont. 5. Mental Status Exam 6. Suicide Risk assessment 7. Hope building in therapy 8. Structuring a therapy session 9. Record micro-counselling assignments in pairs	• Sommers-Flanagan Chapter 6, 7, 8, 9. • ORS/SRS/DASS forms on moodle	9am – 4pm Monday 9am – 4pm Tuesday 9am – 4pm Wednesday

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Clinic Readiness Intensive 1. Issues of diversity and working sensitively with diverse populations 2. Assignment presentations 3. Client preparations 4. Note taking and client records 5. Team client allocations 6. Future placement opportunities	• Sommers-Flanagan Chapter 11. • Falender & Schafranske Chapter 4	9am – 4pm Monday 9am – 4pm Tuesday 9am – 4pm Wednesday **Presentation and Written Assessment - Micro-counselling skills** Due: Week 4 Tuesday (28 Mar 2017) 5:00 pm AEST

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Group supervision, client planning and formulation; Psychometric familiarisation This week we will begin to look at the ADOS administration as you will all be doing some ASD assessments at the WC this year.	DSM5 ASD section Falender & Shafranske Ch. 1	1pm – 4pm Friday

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
No teaching this week		

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Group supervision, client planning and formulation; Psychometric familiarisation This week we will continue to look at the ADOS, particularly at scoring and interpretation.	Falender & Shafranske Ch. 2	1pm – 4pm Friday

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Group supervision, client planning and formulation; Psychometric familiarisation This week we will be discussing client aggression and therapist safety issues.	Falender & Shafranske Ch. 3	1pm – 4pm Friday

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Group supervision, client planning and formulation; Psychometric familiarisation This week we will be getting out the WC tests for Executive Functioning and having a practise with them.	Falender & Shafranske Ch. 5	1pm – 4pm Friday

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Group supervision, client planning and formulation; Psychometric familiarisation This week we will be doing some practise on summarising the written parts of a report	Falender & Shafranske Ch. 6	1pm – 4pm Friday

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Group supervision, client planning and formulation; Psychometric familiarisation	Falender & Shafranske Ch. 7	1pm – 4pm Friday

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Group supervision, client planning and formulation; Psychometric familiarisation	Falender & Shafranske Ch. 9	1pm – 4pm Friday

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
		1pm – 4pm Friday
Group supervision, client planning and formulation; and planning for providing client report sessions. Review and revision of the course including student feedback.	No reading this week. Instead we will be revising and reviewing the term and planning for meeting the assessment requirements of this course.	**Written Assessment - Case Report** Due: Week 12 Friday (2 June 2017) 5:00 pm AEST **Practical Assessment - Placement** Due: Week 12 Friday (2 June 2017) 5:00 pm AEST

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
No teaching this week		

Assessment Tasks

1 Written Assessment - Case Report

Assessment Type
Written Assessment

Task Description
Students are required to submit a written case report on a client they have worked with. This is a requirement for each Clinic Team course throughout the Program. This case report will be based upon a Wellness Centre client that was seen for a cognitive assessment. The format will follow the Wellness Centre report as outlined on the Wellness Centre drive. Whilst there is no specific word limit, it is expected that a comprehensive cognitive assessment will be between 2500 - 5000 words.

Assessment Due Date
Week 12 Friday (2 June 2017) 5:00 pm AEST
To be submitted electronically to the Course Coordinator. The Case Report front sheet also to be signed by the student and the supervisor and a copy kept by the student and the Course Administrator.

Return Date to Students
Exam Week Friday (16 June 2017)
Feedback will be provided via email.

Weighting
Pass/Fail

Minimum mark or grade
Pass or Fail

Assessment Criteria
The marking guide for this Pass/Fail assignment includes detailed instructions on the minimum expectations for each case report. There is provision for individualised written feedback to each student on the form from the course coordinator. The case report rating form makes up the marking guide for this assessment piece. The full criteria is available to students on the moodle course site, and includes the following headings:

- Intake Information
- Assessment Summary
- Clinical Presentation
- Test Selection
- Clinical Diagnosis
- Clinical Recommendation
- Discussion/Conclusion Section
- General Quality of Case Report
- Overall Quality of Clinical Work

The grading system for this assignment is Pass/Fail.

Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

Submission
Online

Submission Instructions
To be submitted in de-identified electronic form to the Course Coordinator via moodle.

Learning Outcomes Assessed

- Describe key areas of professional practice.
- Develop case formulations from a cognitive behavioural framework.

- Conduct, interpret and report on a cognitive assessment.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

2 Practical Assessment - Placement

Assessment Type
Practical Assessment

Task Description
There are a number of requirements for successful passing of the Clinic Team I placement. These are as follows:

1. Log of clinical practice and supervision. To be submitted using the weekly supervision log and electronic log.
2. Exploration and revision of the APS Code of Ethics and a short exam in Wk 2.
3. Submission of a reflective practice journal.
4. Satisfactory progress on placement, including file management and record keeping.

A Pass grade is required for the ethics component before students are permitted to begin clinical work.

Assessment Due Date
Week 12 Friday (2 June 2017) 5:00 pm AEST
Log of clinical practice and supervision, and reflective practice journal to be submitted each week electronically to the Course Coordinator via Moodle.

Return Date to Students
Exam Week Friday (16 June 2017)
Feeback provided via email and in supervision.

Weighting
Pass/Fail

Minimum mark or grade
Pass or Fail

Assessment Criteria

1. Log of clinical practice must meet criteria as defined by the Australian Psychology Accreditation Council (APAC). The Weekly individual and group supervision logs and the electronic log that are needed to complete this task will be discussed in class and are available on Moodle.
2. The reflective practice journal is not simply a record or critique of 'what happened' each week, but rather an opportunity to explore your own developing identity as a Clinical Psychologist and the relationship between your course experiences and that changing sense of a professional self. Whilst this is primarily a personal journal, the content should also reflect the professional readings that are shaping your development. Whilst there are no specific rules around word limits, it is expected that you would write 400-500 words per week across the term. The journal is to be submitted in moodle Weekly.
3. Satisfactory progress on placement is assessed using the End of Placement Review form which is available on Moodle. These are completed collaboratively in consultation with each student, their respective Clinic Supervisor, and the Wellness Centre Director. They are then submitted to the Course Coordinator via moodle.
4. Part of the practical application of clinical psychology includes the real-world use of the code of ethics with clients in the Wellness Centre referrals. As such, a short refresher quiz on the APS Code of Ethics is part of the 4 week intensive at the beginning of the course.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
To be submitted in electronic form to the Course Coordinator.

Learning Outcomes Assessed

- Administer clinical interviews using techniques of non-directive therapeutic practice.
- Describe the development, implementation, and evaluation of both individual and group Cognitive Behavioural Interventions
- Conduct, interpret and report on a cognitive assessment.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Self-management
- Ethical and Professional Responsibility

3 Presentation and Written Assessment - Micro-counselling skills

Assessment Type
Presentation and Written Assessment

Task Description
This assessment will focus on addressing the knowledge and skills related to the highly important skills of micro-counselling using a person centred or humanistic model. These skills are central to all clinical work.
Students are required to work in pairs to record a 15 minute interview which focuses on the demonstration of micro-counselling skills within a humanistic paradigm. Each student will then present to the class their video of their counselling role.
In class we will watch each video. Students are expected to briefly introduce the video and the topic, and present a written critique of the video which explores the following:

1. Consideration and discussion of strengths and what went well
2. Consideration and discussion of areas that need improvement and what did not go well
3. Consideration and discussion of what could be done differently in the future
4. Consideration and discussion of what would help improve the interview. For example, what further help, support or reading would be needed
5. Consideration and discussion of what has been learnt through this assessment exercise.

The whole presentation, including the video, should last no longer than 30 minutes.
Detailed guidelines are provided in the 'Micro-counselling skills assessment - some guidelines' document on Moodle.
A Pass grade is required for this assessment before students are permitted to begin clinical work.

Assessment Due Date
Week 4 Tuesday (28 Mar 2017) 5:00 pm AEST
Presentations to occur during Clinic Team I teaching time in Week 4 - Monday and Tuesday mornings.

Return Date to Students
Monday (17 Apr 2017)
Feeback provided via email.

Weighting
Pass/Fail

Minimum mark or grade
Pass or Fail

Assessment Criteria
I am looking for your capacity to use fundamental non-directive listening skills and your capacity to reflect on these skills:

1. Consideration and discussion of strengths and what went well
2. Consideration and discussion of areas that need improvement and what did not go well
3. Consideration and discussion of what could be done differently in the future
4. Consideration and discussion of what would help improve the interview. For example, what further help, support or reading would be needed
5. Consideration and discussion of what has been learnt through this assessment exercise.

The assessment will be marked pass or fail. Feedback in each of the areas above will be provided.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Offline Online Group

Submission Instructions
Presentations will occur in class.

Learning Outcomes Assessed

- Administer clinical interviews using techniques of non-directive therapeutic practice.
- Develop case formulations from a cognitive behavioural framework.
- Describe the development, implementation, and evaluation of both individual and group Cognitive Behavioural Interventions
- Conduct, interpret and report on a cognitive assessment.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem