



# PSYC21007 Clinic Team I

## Term 1 - 2018

Profile information current as at 15/05/2024 03:30 am

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 - 2018

- 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 Student Feedback

##### Feedback

More time spent on practical use of psychometric assessments

##### Recommendation

Providing students with a weekly agenda that includes the most common psych tests that are used in the clinic to discuss administration and interpretation issues.

#### Feedback from Student Feedback

##### Feedback

Less time spent on reading from overhead slide presentations.

##### Recommendation

The four week intensive does require a certain amount of presenting of information. It is recommended that any slide material be a summary of the required information, and to utilise role-play and video resources in each class.

## 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



### 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

**There are no required textbooks.**

#### 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.

### 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

**Claire Thompson** Unit Coordinator

[c.l.thompson@cqu.edu.au](mailto:c.l.thompson@cqu.edu.au)

## Schedule

### Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>Clinic Readiness Intensive</b> 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	<ul style="list-style-type: none"><li>• Course profile document</li><li>• Wellness Centre Handbook</li><li>• How to reflect article in Bennet-Levy chapter on moodle.</li><li>• Sommers-Flanagan Ch.s 3 and 4</li></ul>	9am – 4pm Monday 9am – 4pm Tuesday 9am – 4pm Wednesday

### Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>Clinic Readiness Intensive</b> 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	<ul style="list-style-type: none"><li>• APS Code of Ethics.</li><li>• EDM by Shaw &amp; Bancroft on moodle</li><li>• Log of hours spreadsheet</li><li>• Micro-counselling reading on moodle</li><li>• Supervision forms on moodle</li></ul>	9am – 4pm Monday 9am – 4pm Tuesday 9am – 4pm Wednesday

### Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
<b>Clinic Readiness Intensive</b> 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	<ul style="list-style-type: none"><li>• Sommers-Flanagan Chapter 6, 7, 8, 9.</li><li>• ORS/SRS/DASS forms on moodle</li></ul>	9am – 4pm Monday 9am – 4pm Tuesday 9am – 4pm Wednesday

### Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
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**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.

9am – 4pm Monday  
9am – 4pm Tuesday  
9am – 4pm Wednesday

**Presentation and Written Assessment - Micro-counselling skills** Due: Week 4 Wednesday (28 Mar 2018) 11:45 pm AEST

**Week 5 - 02 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Group supervision, client planning and formulation; Psychometric familiarisation</b> 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	1pm – 4pm Friday

**Vacation Week - 09 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<b>No teaching this week</b>		

**Week 6 - 16 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Group supervision, client planning and formulation; Psychometric familiarisation</b> This week we will continue to look at the ADOS, particularly at scoring and interpretation.	In-class activities that will be directed by the lecturer.	1pm – 4pm Friday

**Week 7 - 23 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Group supervision, client planning and formulation; Psychometric familiarisation</b> This week we will be discussing client aggression and therapist safety issues.	In-class activities that will be directed by the lecturer.	1pm – 4pm Friday

**Week 8 - 30 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Group supervision, client planning and formulation; Psychometric familiarisation</b> This week we will be getting out the WC tests for Executive Functioning and having a practise with them.	In-class activities that will be directed by the lecturer.	1pm – 4pm Friday

**Week 9 - 07 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Group supervision, client planning and formulation; Psychometric familiarisation</b> This week we will be doing some practise on summarising the written parts of a report	In-class activities that will be directed by the lecturer.	1pm – 4pm Friday

**Week 10 - 14 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Group supervision, client planning and formulation; Psychometric familiarisation**

This week we will be getting out the WC tests for Child Behaviour such as the BASC and the Connors and having a practise with them.

In-class activities that will be directed by the lecturer.

1pm – 4pm Friday

**Week 11 - 21 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Group supervision, client planning and formulation; Psychometric familiarisation**

This week we will have a look at report writing, how to structure an assessment report and how to best summarize the information in a clear manner for clients

In-class activities that will be directed by the lecturer.

1pm – 4pm Friday

**Week 12 - 28 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Group supervision, client planning and formulation; and planning for providing client report sessions. Review and revision of the course including student feedback.**

This week we will focus upon how to provide an assessment report feedback to a client.

In-class activities that will be directed by the lecturer.

1pm – 4pm Friday

**Written Assessment - Case Report**  
Due: Week 12 Friday (1 June 2018)  
11:45 pm AEST

**Review/Exam Week - 04 Jun 2018**

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

**Exam Week - 11 Jun 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**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 (1 June 2018) 11:45 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 Monday (11 June 2018)

Feedback will be provided via face-to-face individual supervision

**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**

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**

Feedback 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 Wednesday (28 Mar 2018) 11:45 pm AEST

Presentations to occur during Clinic Team I teaching time in Week 4 - Monday and Tuesday mornings.

#### **Return Date to Students**

Week 6 Friday (20 Apr 2018)

Feedback 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