



# PSYC21008 *Clinic Team II*

## Term 2 - 2019

Profile information current as at 28/04/2024 09:47 pm

All details in this unit profile for PSYC21008 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

This unit is part of the sequence of units that culminates in the degree of Master in Clinical Psychology. As a follow-up to the Clinic Team I unit, this unit is intended to provide additional basic, supervised practice skills necessary for working as a Clinical Psychologist.

### 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

PSYC21007 - Clinic Team I

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 2 - 2019

- 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. **Written Assessment**

Weighting: Pass/Fail

#### 3. **Written Assessment**

Weighting: Pass/Fail

#### 4. **Professional Practice Placement**

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 Unit Evaluation in Moodle and staff feedback

**Feedback**

Too much time is required for students to complete client assessment reports.

**Recommendation**

To streamline the format for client assessments for the Wellness Centre placement.

#### Feedback from Unit Evaluation in Moodle

**Feedback**

Students requested more assistance with checking that psychometric assessment scoring is correct.

**Recommendation**

To consider purchasing software for frequently used assessments, so that students can independently check their scoring.

#### Feedback from Unit Evaluation in Moodle and in-class feedback

**Feedback**

Students requested more training to complete Autism Spectrum Disorder (ASD) assessments.

**Recommendation**

To provide more training for the standard assessments used to assess Autism Spectrum Disorder (ASD).

#### Feedback from Unit Evaluation in Moodle and in-class feedback

**Feedback**

Students identified that they have too many assessments and not enough therapy clients on their caseloads.

**Recommendation**

To promote therapy services at the Psychology Wellness Centre so that students' caseloads are more balanced across assessment and therapy.

#### Feedback from Unit Evaluation in Moodle

**Feedback**

Students requested that supervisors spend more time viewing students working with clients.

**Recommendation**

Students to bring recordings of client work to group supervision, to be viewed in conjunction with case presentations.

#### Feedback from Unit Evaluation in Moodle and in-class feedback.

**Feedback**

Students indicated that they found the clinical supervisors to be supportive and knowledgeable, which assisted their learning.

**Recommendation**

To continue to provide a high standard of clinical supervision.

#### Feedback from Unit Evaluation in Moodle and in-class feedback

**Feedback**

Students indicated that they particularly liked group supervision, where they had the opportunity to discuss real cases and differential diagnosis.

**Recommendation**

To continue to provide opportunities to discuss real cases and differential diagnosis in group supervision.

## Unit Learning Outcomes

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

1. Conduct effective evidence based practice interventions across a diverse range of client presentations.
2. Describe client presentations across a number of theoretical paradigms.
3. Integrate advanced assessment practices into clinical assessments.
4. Reflect on the process of ethical decision making and its application in clinical practice.
5. Administer effective clinical services that are responsive to areas of cultural and life span diversity.

## 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 - Written Assessment - 0%	•	•	•	•	•
3 - Written Assessment - 0%	•	•	•	•	•
4 - Professional Practice Placement - 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 - Written Assessment - 0%	○	○	○	○	○	○	○	
3 - Written Assessment - 0%	○	○	○	○	○	○		
4 - Professional Practice Placement - 0%	○	○	○	○	○	○	○	

## Textbooks and Resources

### Textbooks

There are no required textbooks.

### 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

**Leonie Lorien** Unit Coordinator  
[l.lorien@cqu.edu.au](mailto:l.lorien@cqu.edu.au)

## Schedule

### Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Placement Expectations, Competencies and Goals Unit Overview Group Supervision		

### Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Clinic Team Meeting Group Supervision / Case Presentation	Peer Reviewed Journal Article relevant to Case Presentation	Week 1 Reflection Due 22/07/2019 at 09:00 am AEST

**Week 3 - 29 Jul 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Clinic Team Meeting Group Supervision / Case Presentation	Peer Reviewed Journal Article relevant to Case Presentation	Week 2 Reflection Due 29/07/2019 at 09:00 am AEST

**Week 4 - 05 Aug 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Clinic Team Meeting Group Supervision / Case Presentation Inter-Professional Education (IPE)	Peer Reviewed Journal Article relevant to Case Presentation Case Study for IPE	Week 3 Reflection Due 05/08/2019 at 09:00 am AEST

**Week 5 - 12 Aug 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Clinic Team Meeting Group Supervision / Case Presentation / Preparation for Mid-Placement Review IPE-1 Session (Tuesday) and discussion in group supervision (Friday)	Mid-Placement Review Document Peer Reviewed Journal Article relevant to Case Presentation	Week 4 Reflection Due 12/08/2019 at 09:00 am AEST

**Vacation Week - 19 Aug 2019**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 6 - 26 Aug 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Clinic Team Meeting Group Supervision / Case Presentation IPE-2 Session (Tuesday) and discussion in group supervision (Friday)	Peer Reviewed Journal Article relevant to Case Presentation	Week 5 Reflection Due 26/08/2019 at 09:00 am AEST IPE-1 Group ISBAR and provisional 7P formulation Due 27/08/2019 at 11:00 am AEST

**Week 7 - 02 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Clinic Team Meeting Group Supervision / Case Presentation	Peer Reviewed Journal Article relevant to Case Presentation	Week 6 Reflection Due 02/09/2019 at 09:00 am AEST IPE-2 Group final ISBAR and Intervention Plan Due 03/09/2019 at 11:00 am AEST

**Week 8 - 09 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Clinic Team Meeting Group Supervision / Case Presentation	Peer Reviewed Journal Article relevant to Case Presentation	Week 7 Reflection Due 09/09/2019 at 09:00 am AEST

**Week 9 - 16 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Clinic Team Meeting Group Supervision / Case Presentation	Peer Reviewed Journal Article relevant to Case Presentation	Week 8 Reflection Due 16/09/2019 at 09:00 am AEST

**Week 10 - 23 Sep 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Clinic Team Meeting Group Supervision / Case Presentation	Peer Reviewed Journal Article relevant to Case Presentation	Week 9 Reflection Due 23/09/2019 at 09:00 am AEST

### Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Clinic Team Meeting Group Supervision / Preparation for End-of-Placement Review	End-of-Placement Document	Week 10 Reflection Due 30/09/2019 at 09:00 am AEST

### Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Clinic Team Meeting Group Supervision / Unit Review		Week 11 Reflection Due 07/10/2019 at 09:00 am AEST  <b>Case Report</b> Due: Week 12 Friday (11 Oct 2019) 1:00 pm AEST

### Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Events and Submissions/Topic</b> Week 12 Reflection Due 08/10/18 at 09:00 am AEST  <b>Reflective Practice Journal</b> Due: Review/Exam Week Friday (18 Oct 2019) 5:00 pm AEST <b>Placement Review</b> Due: Review/Exam Week Friday (18 Oct 2019) 5:00 pm AEST

### Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Placement Documents</b> Due: Exam Week Monday (21 Oct 2019) 9:00 am AEST

## Assessment Tasks

### 1 Reflective Practice Journal

#### Assessment Type

Written Assessment

#### Task Description

The reflective practice journal is not simply a record or critique of 'what happened' each week. It is intended to provide an opportunity to explore your own developing identity as a Psychologist and the relationship between your Unit experiences and that changing sense of a professional self. Whilst this is primarily a personal journal, the content should reflect the professional readings that are shaping your development. It is expected that you would write 200-250 words per week across the term.

#### Assessment Due Date

Review/Exam Week Friday (18 Oct 2019) 5:00 pm AEST

To be submitted electronically in Moodle

**Return Date to Students**

Exam Week Friday (25 Oct 2019)

Feedback provided via Moodle

**Weighting**

Pass/Fail

**Assessment Criteria**

In Term 2 there is a greater emphasis on reflections associated with developing expertise as a Psychologist.

**Referencing Style**

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

**Submission**

No submission method provided.

**Submission Instructions**

To be submitted electronically in Moodle

**Learning Outcomes Assessed**

- Conduct effective evidence based practice interventions across a diverse range of client presentations.
- Describe client presentations across a number of theoretical paradigms.
- Integrate advanced assessment practices into clinical assessments.
- Reflect on the process of ethical decision making and its application in clinical practice.
- Administer effective clinical services that are responsive to areas of cultural and life span diversity.

**Graduate Attributes**

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

## 2 Case Report

**Assessment Type**

Written Assessment

**Task Description**

Students are required to submit a case report as described in the 2019 Placement Manual, Submission of Case Reports document in Appendix 7.

Students should use empirically-supported models for case formulation and treatment planning (e.g., CBT or other evidence-based treatment modalities). The report must be accompanied by the cover page template and follow the described format.

The placement/on-site supervisor needs to sign off on the report (as it belongs to the Placement Site and all identifying details need to remain confidential to the Placement Site). The placement supervisor has to take responsibility for the report within the agency. However, as the report is required for assessment of competencies, the student will need to provide a de-identified copy of the report to the CQUniversity clinical supervisor. The CQU clinical supervisor is only signing off on whether the de-identified report meets the required competencies, not taking responsibility for the report itself.

**Assessment Due Date**

Week 12 Friday (11 Oct 2019) 1:00 pm AEST

The Case Report is to be uploaded to Moodle

**Return Date to Students**

Review/Exam Week Friday (18 Oct 2019)

Feedback provided via Moodle

**Weighting**

Pass/Fail



### Assessment Criteria

Please refer to the 2019 Placement Manual, Submission of Case Reports document in Appendix 7 for details regarding submission, formatting, content and marking criteria.

### Referencing Style

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

### Submission

No submission method provided.

### Submission Instructions

To be submitted electronically in Moodle

### Learning Outcomes Assessed

- Conduct effective evidence based practice interventions across a diverse range of client presentations.
- Describe client presentations across a number of theoretical paradigms.
- Integrate advanced assessment practices into clinical assessments.
- Reflect on the process of ethical decision making and its application in clinical practice.
- Administer effective clinical services that are responsive to areas of cultural and life span diversity.

### Graduate Attributes

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

## 3 Placement Documents

### Assessment Type

Written Assessment

### Task Description

**1. Log of Clinical Practice.** Students are responsible for recording all hours associated with the placement activities and to ensure that these practice logs are signed by a clinical supervisor. Students are required to keep logs of hours that provide a clear record of face-to-face clinical hours, supervision hours and general practice hours. The means by which this record is maintained is through the Electronic Log. The Electronic Log front sheet needs to be signed by the primary supervisor and provides a detailed record of the nature of clinical work and supervision undertaken during that week. Copies of this Electronic Log must be submitted on completion of each term/placement to the Moodle site and assessed as satisfactory by the Unit Coordinator, with a copy saved to the student folder where these will be retained by the university for a period of 10 years in accordance with APAC requirements.

**2. Inter-Professional Education.** In Week 5 (Tuesday 13 August 2019, 11:00 am - 12:30 pm AEST) students will participate in IPE-1 session with clinical psychology, speech pathology and occupational therapy students. Following IPE-1 students will submit their IPE group's ISBAR and provisional 7P formulation. IPE-1 documents to be uploaded to Moodle by Tuesday 27 August 2019, 11:00 am AEST. In Week 6 (Tuesday 27 August 2019, 11:00 am - 12:30 pm AEST) students will participate in IPE-2 session with clinical psychology, speech pathology and occupational therapy students. Following IPE-2 students will submit their IPE group's final ISBAR and intervention plan. IPE- 2 documents to be uploaded to Moodle by Tuesday 3 September 2019, 11:00 am AEST.

**3. In-Class Case Presentation.** Each student will present a current case study, from their client work on placement at the Psychology Wellness Centre, during class time. The case formulation will include a formulation and intervention plan, and provide opportunity for group discussion and feedback. The week prior to their presentation, the student will upload a link to a relevant peer-reviewed article for other students to read prior to the presentation. The student will upload a copy of the case presentation (i.e. power point or written document outlining the formulation and intervention plan) to Moodle prior to class on the day of their presentation. The presentation must contain at least

three references relevant to the case presentation. One reference must be a peer-reviewed article. Other references can include professional articles or book chapters.

**Assessment Due Date**

Exam Week Monday (21 Oct 2019) 9:00 am AEST  
To be submitted electronically in Moodle

**Return Date to Students**

Exam Week Friday (25 Oct 2019)  
Feedback provided via Moodle

**Weighting**

Pass/Fail

**Assessment Criteria**

Log of clinical practice must meet criteria as defined by the Australian Psychology Accreditation Council (APAC) using the Excel Spreadsheet as per Appendix 2 of the 2019 Placement Manual.

Students must attain the hours required for face-to-face client work, individual and group supervision and general placement as specified in Section 7: Hours of Training in the 2019 Placement Manual.

**Referencing Style**

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

**Submission**

No submission method provided.

**Learning Outcomes Assessed**

- Conduct effective evidence based practice interventions across a diverse range of client presentations.
- Describe client presentations across a number of theoretical paradigms.
- Integrate advanced assessment practices into clinical assessments.
- Reflect on the process of ethical decision making and its application in clinical practice.
- Administer effective clinical services that are responsive to areas of cultural and life span diversity.

**Graduate Attributes**

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

## 4 Placement Review

**Assessment Type**

Professional Practice Placement

**Task Description**

The Mid- and End-of-Placement Reviews must be attended by the student, their clinical supervisor and the Placement Coordinator or a University representative. The student will have input into the discussion regarding competencies, however, the clinical supervisor and University representative need to agree on one competency rating level for each assessed domain. When all signatures are obtained the student will scan and upload the document to their student folder (on the Wellness Centre Drive) and submit to Moodle.

**Assessment Due Date**

Review/Exam Week Friday (18 Oct 2019) 5:00 pm AEST  
The completed Placement Agreement, Mid-Placement and End-of-Placement Review forms need to be uploaded to Moodle.

**Return Date to Students**

Exam Week Friday (25 Oct 2019)  
Feedback provided via Moodle

**Weighting**

Pass/Fail

**Assessment Criteria**

Students must obtain a score of 2 or higher on all competencies by the End-of-Placement Review to progress to Clinic Team III / External Placements. Competencies are outlined in Appendix 3 of the 2019 Placement Manual.

**Referencing Style**

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

**Submission**

No submission method provided.

**Submission Instructions**

To be submitted electronically in Moodle

**Learning Outcomes Assessed**

- Conduct effective evidence based practice interventions across a diverse range of client presentations.
- Describe client presentations across a number of theoretical paradigms.
- Integrate advanced assessment practices into clinical assessments.
- Reflect on the process of ethical decision making and its application in clinical practice.
- Administer effective clinical services that are responsive to areas of cultural and life span diversity.

**Graduate Attributes**

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

## 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