



# PSYC21008 *Clinical Practice 2*

## Term 2 - 2023

Profile information current as at 20/04/2024 01:59 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

Clinical Practice 2 is designed to provide you with advanced practice skills required for the professional competencies in clinical psychology specified by the Australian Psychology Accreditation Council (APAC) and to prepare you for the Registrar Program to gain an Area of Practice Endorsement in Clinical Psychology with the Psychology Board of Australia. By the completion of Clinical Practice 2, it is expected that you will demonstrate competencies including the ability to apply knowledge of the discipline to practice with minimal supervision; adherence to ethical, legal and professional practice requirements; competency in assessment and evidence-based interventions with a narrow range of clients at moderate severity levels; good communication skills with clients and other professionals, and demonstrated ability to critically self-reflect on your practice.

#### 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

Students must be enrolled in CM49 Master of Clinical Psychology (Advanced Entry) OR Students must be enrolled in CG17 Master of Clinical Psychology and meet the following pre and co-requisites: Pre-requisite: PSYC21007. Co-requisites: PSYC21004 and PSYC21002

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 - 2023

- 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. **Professional Practice Placement**

Weighting: Pass/Fail

#### 2. **Reflective Practice Assignment**

Weighting: Pass/Fail

#### 3. **Presentation**

Weighting: Pass/Fail

#### 4. **Case Study**

Weighting: Pass/Fail

#### 5. **Direct observation of procedural skills (DOPs)**

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 Report

**Feedback**

The lecturer provided excellent feedback and was very approachable if there were any concerns or queries

**Recommendation**

Continue to provide clear and timely feedback on tasks and be responsive to queries.

#### Feedback from Unit Evaluation Report and In-class feedback

**Feedback**

The unit was well organised. Students liked the balance between case presentation and group discussion/supervision in class.

**Recommendation**

Retain the unit structure and organisation with a balance between case presentations and group discussion/supervision.

## Unit Learning Outcomes

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

1. Perform clinical psychology assessment, intervention and associated activities.
2. Apply ethical decision-making in clinical psychological practice
3. Communicate effectively and professionally with clients, specialist and non-specialist audiences
4. Reflect critically on knowledge, skills and ability to provide psychological services

This unit forms part of the Master of Clinical Psychology course accredited by the Australian Psychological Accreditation Council.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Professional Practice Placement - 0%	•			
2 - Reflective Practice Assignment - 0%		•		•
3 - Presentation - 0%			•	
4 - Case Study - 0%		•	•	•
5 - Direct observation of procedural skills (DOPs) - 0%	•			

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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				

## 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 7th Edition \(APA 7th edition\)](#)

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 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Placement at Wellness Centre Placement Agreements ASD Workshops Individual and Group Supervision	No set readings. Lecturers will add relevant readings in Moodle.	Placement at Wellness Centre: Monday to Wednesday 8.30 am - 5 pm Placement Agreements: Monday 11.30 - 12.30 am (Leonie) ROK 31/G.09 Autism Assessment Overview: Monday 1.30 - 2.30 pm; Tuesday 11.30 am - 12.30 pm, 1.30 - 3 pm (Steve) ROK 31/G.09 Group Supervision: Wednesday 1.15 - 3.15 Play Therapy (Claire) ROK 34/G.08 Individual Supervision: 1 hour/week booked in Cliniko.

### Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Placement at Wellness Centre  
ASD Workshops  
Group and Individual Supervision

No set readings.  
Lecturers will add relevant readings in Moodle.

Placement at Wellness Centre: Monday to Wednesday 8.30 am - 5 pm  
ASD Workshops: Monday 1.30 - 3 pm, Recognizing Autism in Adults, Females and Autistic Masking/Camouflaging. Tuesday 1.30 pm - 3 pm, Assessment of Co-Occurring Conditions and Differential Diagnosis (Steve) ROK 31/G.09  
Group Supervision: Wednesday 1.15 - 3.15 pm ADOS/ADI-R Introduction (Leonie) ROK 34/ G.08  
Individual Supervision: 1 hour/week booked in Cliniko.

### Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Placement at Wellness Centre Placement Agreements ADOS/ADI-R Familiarisation Group and Individual Supervision	No set readings. Lecturers will add relevant readings in Moodle.	Placement at Wellness Centre: Monday to Wednesday 8.30 am - 5 pm ADOS/ADI-R Familiarisation: Monday 1.30 - 2.30 pm; Tuesday 1.30 - 2.30 pm, 1.30 pm - 3 pm (self-paced learning) Group Supervision: Wednesday 1.15 - 3.15 pm ADOS/ADI-R Discussion (Leonie) ROK 34/ G.08 Individual Supervision: 1 hour/week booked in Cliniko.

### Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Placement at Wellness Centre MIGDAS Introduction Group and Individual Supervision	No set readings. Lecturers will add relevant readings in Moodle.	Placement at Wellness Centre: Monday to Wednesday 8.30 am - 5 pm MIGDAS Introduction: Monday 1.30 - 2.30 pm (Steve) ROK 31/G.09. Tuesday 1.30 - 2.30 MIGDAS practice (self-paced). Group Supervision: Wednesday 1.15 - 3.15 pm MIGDAS Discussion / Case Presentation (Leonie) ROK 34/ G.08 Individual Supervision: 1 hour/week booked in Cliniko.

### Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Placement at Wellness Centre Living Well with MS Group and Individual Supervision	No set readings. Lecturers will add relevant readings in Moodle.	Placement at Wellness Centre: Monday to Wednesday 8.30 am - 5 pm Living Well with MS (self-paced reading) 1.30 pm - 3 pm Group Supervision: Wednesday 1.15 - 3.15 pm Living Well with MS / Case Presentation (Leonie) ROK 34/ G.08 Individual Supervision: 1 hour/week booked in Cliniko.

### Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
No clinic this week. Enjoy the break.	No readings this week.	No events this week.

### Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Placement at Wellness Centre Group and Individual Supervision	No set readings. Lecturers will add relevant readings in Moodle.	Placement at Wellness Centre: Monday to Wednesday 8.30 am - 5 pm Group Supervision: Wednesday 1.15 - 3.15 pm Case Presentations (Leonie) ROCK 34/ G.08 Individual Supervision: 1 hour/week booked in Cliniko.
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### Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Placement at Wellness Centre Group Supervision Mid-Reviews	No set readings. Lecturers will add relevant readings in Moodle.	Placement at Wellness Centre: Monday to Wednesday 8.30 am - 5 pm Group Supervision: Wednesday 1.15 - 3.15 pm Case Presentations (Leonie) ROCK 34/ G.08 Mid-Reviews: 1-hour session booked in Cliniko.

### Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Placement at Wellness Centre Memory Assessment Familiarisation Group and Individual Supervision	No set readings. Lecturers will add relevant readings in Moodle.	Placement at Wellness Centre: Monday to Wednesday 8.30 am - 5 pm Memory Assessment Familiarisation (self-paced): Monday 1.30 - 2.30 pm; Tuesday 1.30 - 3 pm Group Supervision: Wednesday 1.15 - 3.15 pm Working with Older Adults/Memory Assessments (Claire) ROCK 34/ G.08 Individual Supervision: 1 hour/week booked in Cliniko.

### Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Placement at Wellness Centre Group and Individual Supervision	No set readings. Lecturers will add relevant readings in Moodle.	Placement at Wellness Centre: Monday to Wednesday 8.30 am - 5 pm Group Supervision: Wednesday 1.15 - 3.15 pm Case Presentations (Leonie) ROCK 34/ G.08 Individual Supervision: 1 hour/week booked in Cliniko.  <b>Case Study</b> Due: Week 9 Friday (15 Sept 2023) 5:00 pm AEST

### Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Placement at Wellness Centre Personality Assessment Familiarisation Group and Individual Supervision	No set readings. Lecturers will add relevant readings in Moodle.	Placement at Wellness Centre: Monday to Wednesday 8.30 am - 5 pm Personality Assessment Familiarisation: Monday 1.30 - 2.30 pm; Tuesday 1.30 - 3 pm Group Supervision: Wednesday 1.15 - 3.15 pm Play Personality Assessment / Case Presentation (Leonie) ROCK 34/ G.08 Individual Supervision: 1 hour/week booked in Cliniko.  <b>Presentation</b> Due: Week 10 Wednesday (20 Sept 2023) 5:00 pm AEST

### Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Placement at Wellness Centre  
Group and Individual Supervision

No set readings.  
Lecturers will add relevant readings in  
Moodle.

Placement at Wellness Centre: Monday  
to Wednesday 8.30 am - 5 pm  
Group Supervision: Wednesday 1.15 -  
3.15 pm Preparation for End-Reviews  
(Claire) ROK 34/ G.08  
Individual Supervision: 1 hour/week  
booked in Cliniko.

**Direct Observation of Procedural  
Skills** Due: Week 11 Wednesday (27  
Sept 2023) 5:00 pm AEST

### Week 12 - 02 Oct 2023

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Placement at Wellness Centre  
Group and Individual Supervision  
End-Reviews

No set readings.  
Lecturers will add relevant readings in  
Moodle.

Placement at Wellness Centre:  
Tuesday to Wednesday 8.30 am - 5  
pm  
Group Supervision: Wednesday 1.15 -  
3.15 pm Reflection on Learning and  
Review of Unit (Claire) ROK 34/ G.08  
End Reviews: 1-hour session booked in  
Cliniko.

### Review/Exam Week - 09 Oct 2023

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Placement at Wellness Centre

Placement at Wellness Centre  
(Optional). The Wellness Centre is  
open Monday and Tuesday 9 am - 5  
pm, if students need to complete  
client interventions and feedback  
sessions for assessments).

**Professional Practice Placement**  
Due: Review/Exam Week Wednesday  
(11 Oct 2023) 5:00 pm AEST  
**Reflective Practice Journal** Due:  
Review/Exam Week Monday (9 Oct  
2023) 9:00 am AEST

### Exam Week - 16 Oct 2023

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Placement at Wellness Centre

Placement at Wellness Centre  
(Optional). The Wellness Centre is  
open Monday and Tuesday 9 am - 5  
pm, if students need to complete client  
interventions and feedback sessions  
for assessments).

## Assessment Tasks

### 1 Professional Practice Placement

#### Assessment Type

Professional Practice Placement

#### Task Description

1. Placement. The purpose of this assessment task is to provide you with an opportunity to develop skills in performing psychology assessments, interventions, and associated activities, under the supervision of Clinical Psychologists/Psychology Board-Approved Supervisors. By the end of this unit, you will demonstrate Level 2 competence in nine core competencies that represent critical capabilities and attributes for effective psychological practice. Competencies 1 - 8 are specified by AHPRA and Competency 9 is a requirement of the Master of Clinical Psychology Course. Level 2 competence



represents the competency expected to be reached before a supervisee can progress to their external placement for Clinical Practice 3.

In addition to the core competencies, you will develop skills in psychological assessment to meet APAC requirements, specifically: Memory Assessments (WRAML or WMS) - administration, scoring, and interpretation and a Personality Assessment (PAI, NEO, or JESSNESS) - scoring and interpretation. One of our Clinical Psychologists/Board-Approved Supervisors must sign off on your competencies for the specified assessments listed above.

Your Placement Agreement, Mid-Placement Review, and End-of-Placement Review must be signed by yourself, your Primary Supervisor, and the Placement Coordinator and uploaded to Moodle for assessment. If you have not met all required competencies (including all nine core competencies and the APAC assessment requirements) by your End-of-Placement Review you may be provided with a further opportunity to meet these competencies. However, this is up to the discretion of the Unit Coordinator in consultation with the Head of Course. It can be useful to discuss competencies with your Primary Supervisor before your Mid-Placement and End-of-Placement Reviews, to identify any areas where you are not demonstrating the expected level of competency and develop a Support Plan to address areas where you are 'not on track' before your End-of-Placement Review. To pass the unit and progress to Clinical Practice 3, all Level 2 competencies must be met.

Log of Clinical Practice (Logbook). You must submit your log of practice hours signed by your Primary Supervisor that details your total number of direct client activity hours, individual supervision hours, group supervision hours, and associated placement activities. You are also required to submit all of your completed supervision forms from individual and group supervision. All supervision entries in your log of practice hours must have a corresponding supervision form signed by yourself and the supervisor who provided the supervision.

Inter-Professional Education (IPE). You will submit your IPE group's assessment plan and intervention plan to Moodle.

#### **Assessment Due Date**

Review/Exam Week Wednesday (11 Oct 2023) 5:00 pm AEST

Your review forms, logbook and IPE documents to be uploaded to Moodle.

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

Exam Week Friday (20 Oct 2023)

Grades will be available on Moodle.

#### **Weighting**

Pass/Fail

#### **Minimum mark or grade**

Pass. Students must pass each assessment to pass this unit.

#### **Assessment Criteria**

##### **Competencies to be demonstrated to pass End-of-Placement Review (Pass/Fail):**

1. Knowledge of the Discipline: The student demonstrates using multiple knowledge sources and can independently apply knowledge to inform evidence-based practice.
2. Ethical, Legal, and Professional Matters: The student demonstrates appropriate awareness and action to ethical issues and higher levels of client risk by asking appropriate follow-up questions with minimal supervision. The student keeps timely and adequate client records.
3. Psychological Assessment and Measurement: The student demonstrates, with minimal supervision, accurate scoring, and interpretation of a complex assessment (typically addressing the question of ADHD or ASD) and completes a brief and relevant structured report addressing a broad range of domains of functioning. With their supervisor's guidance, the student demonstrates differential diagnosis skills, integrated opinions, and recommendations consistent with the assessment results.
4. Intervention Strategies: With minimal supervision, the student demonstrates an appropriate balance between purposeful therapeutic tasks and maintaining rapport. The student shows a proper balance between providing appropriate direction and following the client's lead. The student is respectful and flexibly chooses approaches that fit the client's current needs. The student can work systemically and collaboratively with all clients with a range of issues (e.g., working with child & parent issues). The student's interventions are respectful, collaborative, flexible, purposeful, and systemic with minimal

supervisor guidance.

5. Research and evaluation: The student demonstrates the use of a broad range of methods to assess interventions' effectiveness and discusses the findings with clients to inform practice with appropriate supervision. The student demonstrates accountability to outcomes by consistent methods to measure the effectiveness of interventions.

6. Communication and interpersonal skills. The student demonstrates the ability to communicate clearly, concisely, and respectfully with a range of audiences, and in written and verbal form, with some supervision. The student can self-identify when they need to adapt their communication to the situation and do so with minimal supervision.

7. Working with People from diverse groups: The student demonstrates self-awareness, self-reflection, and self-directed learning to modify their work with people from diverse groups with help from a supervisor.

8. Practice across the lifespan: The student demonstrates competency in working with children, adolescents, and adults to complete more complex interventions and assessments.

9. Response to Supervision: The student demonstrates active development in their strengths and growth areas through supervision. The student self-assessment of their competency levels is accurate. The student actively seeks opportunities to seek feedback on their practice.

**Developing assessment competency in the following (Pass/Fail):**

1. Memory Assessments (WRAML or WMS) - administration, scoring, and interpretation;
2. Personality Assessment (PAI, NEO, or Jessness)- scoring and interpretation.

**Log of Clinical Practice (Pass/Fail).** You must submit your log of practice hours signed by your Primary Supervisor that details your total number of direct client activity hours, individual supervision hours, group supervision hours, and associated placement activities. Entries related to direct client activity hours must include the client's initials, age, gender and description of the service provided in sufficient detail to match your entry to the contact recorded in the electronic appointment diary (Cliniko). You are also required to submit all of your completed supervision forms from individual and group supervision, in chronological order, and uploaded them to Moodle as one document. All supervision entries in your log of practice hours must have a corresponding supervision form signed by yourself and the supervisor who provided the supervision.

**Inter-Professional Education (IPE) (Pass/Fail).** You will submit your IPE group's assessment plan and intervention plan to Moodle.

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

Submit via Moodle.

**Learning Outcomes Assessed**

- Perform clinical psychology assessment, intervention and associated activities.

## 2 Reflective Practice Journal

**Assessment Type**

Reflective Practice Assignment

**Task Description**

In the reflective journal, you explore your own developing professional identity as a psychologist and the relationship between your experiences on placement and your changing sense of professional self. It is expected that you would write 300-400 words per week across the term. A new journal entry is to be submitted in Moodle each week for feedback.

**Assessment Due Date**

Review/Exam Week Monday (9 Oct 2023) 9:00 am AEST

Weekly, from week 2 to Review/Exam week, on Monday at 9 am via Moodle.

**Return Date to Students**

Exam Week Friday (20 Oct 2023)  
Grades will be available on Moodle.

**Weighting**

Pass/Fail

**Minimum mark or grade**

Pass. Additional work may be set for any student whose journal does not pass.

**Assessment Criteria**

You must pass each of the 12 journal submissions to pass the Reflective Practice Assignment (Pass/Fail). Each journal submission must demonstrate self-reflection on your practice as a psychologist, including your reflections on what you are learning about your own practice through the placement experience, your emerging strengths, and areas for development. Journal submissions should include some self-reflection on both the tasks and process of working with clients and other stakeholders. If any journal submission is lacking in self-reflection on your practice, the Unit Coordinator may require you to resubmit to demonstrate self-reflection before the journal submission is passed.

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

Submit weekly journal entry via Moodle.

**Learning Outcomes Assessed**

- Apply ethical decision-making in clinical psychological practice
- Reflect critically on knowledge, skills and ability to provide psychological services

## 3 Presentation

**Assessment Type**

Presentation

**Task Description**

This is a case presentation done in class during Group Supervision time. You will have a total of 20 minutes for your presentation, which should be around 10 minutes of you presenting your case study, followed by 10 minutes of questions and discussion time. The case can be any client you have seen in the Psychology Wellness Centre. The presentation should include relevant referral information, details of presenting concerns, your domains of functioning assessment, completing a formulation with the group and discussing differential diagnosis (where relevant), presenting your initial formulation (written prior to the group formulation activity), and your plan for assessment or intervention.

**Assessment Due Date**

Week 10 Wednesday (20 Sept 2023) 5:00 pm AEST  
Presentations will be class from Week

**Return Date to Students**

Week 12 Friday (6 Oct 2023)  
Grades will be available on Moodle.

**Weighting**

Pass/Fail

**Minimum mark or grade**

Pass. Students who do not pass will have the opportunity to present one additional case presentation.

**Assessment Criteria**

The Case Presentation (Pass/Fail). In order to achieve a grade of Pass, the presentation needs to include:

- Relevant referral information (including client initials or pseudonym, gender, age, referral source, and the reason for referral)

- Completed Domains of Functioning Assessment (with sufficient information to complete a case formulation)
- Case formulation (completed with the group) / differential diagnosis (where relevant)
- Summary of Assessment or Intervention to Date

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Offline

### Learning Outcomes Assessed

- Communicate effectively and professionally with clients, specialist and non-specialist audiences

## 4 Case Study

### Assessment Type

Case Study

### Task Description

The case report is a de-identified client report completed on the placement. The report must be accompanied by the cover page template and follow the described format. The placement 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 takes responsibility for the report within the agency. However, as the report is required for the assessment of competencies, the student will need to submit a de-identified copy of the report to Moodle. For the purpose of this assessment, the placement supervisor must sign the coversheet to indicate that the report is appropriately de-identified to be submitted for the assessment.

The case report is a pass/fail assessment of 3000 words. To pass this assessment, students must achieve an overall mark of 70 out of 100. The report will include a Comprehensive Needs Assessment, Opinions, Intervention Plan/Recommendations, Evaluation, and Reflection sections, and be presented using appropriate Formatting and Referencing as described in the Assessment Criteria.

### Assessment Due Date

Week 9 Friday (15 Sept 2023) 5:00 pm AEST

Submit via Moodle.

### Return Date to Students

Week 11 Friday (29 Sept 2023)

Grades will be available on Moodle.

### Weighting

Pass/Fail

### Minimum mark or grade

Students must obtain a mark of 70/100 to pass this assessment.

### Assessment Criteria

Case Report (Pass/Fail). To pass this assessment, the student must have a mark of 70 or higher out of 100.

#### 1. Comprehensive Needs Assessment (35 marks)

- A clear reason for referral is provided
- Domains of Focus are described, based on Domains of Functioning
- Relevant assessments are selected (including a brief rationale) and clearly described
- Assessments results reported appropriately under the relevant Domain of Focus
- Risk Assessment and management of risk factors are clearly documented
- Relevant behavioural observations including current mental state are described
- The summary of strengths and limitations reflects the findings of the Comprehensive Needs Assessment

#### 2. Opinions (25 marks)

- A brief formulation based on 5P's
- Formal diagnosis is clearly described using standard diagnostic/classification systems
- Diagnosis is logically discussed, well-justified, and integrated with the formulation
- Discussion about whether symptoms meet all diagnostic criteria using examples from the client's presentation
- Differential diagnoses are clearly described and include reasons for inclusion or exclusion

### 3. Intervention Plan / Recommendations (20 marks)

- A brief outline of the intervention plan with treatment goals or recommendations clearly aligned with opinions - described in the previous section
- Adjustments are made for cultural appropriateness (i.e., interventions adapted to meet the client's customs, beliefs, and preferences)
- Provides specific intervention strategies that will be used for achieving these goals/recommendations and plans for managing risk factors if these are indicated
- The intervention plan is realistic given the experience of the psychologist, the complexity of the issues, and the number of sessions available for treatment

### 4. Evaluation and Reflection (15 marks)

- A clear description of how you would evaluate the effectiveness of the intervention, using person-centered and evidence-based measures of change
- A brief reflection on intervention including lessons learned and how practice might be modified in light of the experience

### 5. Formatting and Referencing (5 marks)

- Report and reference list in correct APA format, including references to tests used, and a supervisor has signed the cover sheet to indicate that the report has been sufficiently deidentified to submit
- Appropriate and clear language has been used throughout without jargon or colloquialisms, and grammar and spelling are correct. Case Report is within 10% of the word limit - 3000 words.

Total Score /100. A detailed marking rubric will be available in Moodle.

#### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

#### **Submission**

Online

#### **Submission Instructions**

Grades available in Moodle.

#### **Learning Outcomes Assessed**

- Apply ethical decision-making in clinical psychological practice
- Communicate effectively and professionally with clients, specialist and non-specialist audiences
- Reflect critically on knowledge, skills and ability to provide psychological services

## 5 Direct Observation of Procedural Skills

#### **Assessment Type**

Direct observation of procedural skills (DOPs)

#### **Task Description**

This task is a presentation of a 10-minute video recording of you conducting an intervention in the clinic. In the recording, you should demonstrate the appropriate use of a range of intervention skills at Level 2 competency. You also need to present a critique of your video. The video file is to be saved to your student folder on the Wellness Centre Drive and reviewed with your Primary Supervisor. The critique, signed by your Primary Supervisor along with an assessment of skill (pass/fail/resubmit) is to be uploaded to Moodle.

**Assessment Due Date**

Week 11 Wednesday (27 Sept 2023) 5:00 pm AEST

Upload critique and signed clinical supervisor's assessment to Moodle.

**Return Date to Students**

Week 12 Friday (6 Oct 2023)

Grades will be available on Moodle.

**Weighting**

Pass/Fail

**Minimum mark or grade**

Pass. Students who do not pass will be offered one opportunity to resubmit.

**Assessment Criteria**

Primary Supervisor's feedback and grade (Pass/Fail): Students are not expected to conduct a perfect session but are to demonstrate a Level 2 competency and provide an accurate reflection of the intervention. The student submits the supervisor's signed feedback with the grade and the student's reflection on the intervention.

Level 2 competency for Intervention: The student demonstrates awareness of balance issues between task and process and can self-correct with supervisor guidance (e.g., switch between purposeful tasks and rapport building). The student seeks client feedback.

The student's reflection on their intervention should include: Brief description of the video (e.g., 12 y.o. girl, CBT intervention for anxiety, excerpt from Session #5); Strengths; Areas for improvement / what did not go well; What could be done differently to improve practice

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

Upload critique and signed clinical supervisor's assessment to Moodle.

**Learning Outcomes Assessed**

- Perform clinical psychology assessment, intervention and associated activities.

## 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