



# PSYC22006 Clinic Team IV

## Term 2 - 2019

Profile information current as at 13/05/2024 01:46 pm

All details in this unit profile for PSYC22006 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

As a follow-up to the previously completed Clinic Team III unit, this unit is intended to provide advanced, supervised practice skills necessary for working as a Clinical Psychologist. This unit facilitates the further development of professional skills such as the ability to work both autonomously and as a member of a multidisciplinary team. Clinic Team IV will provide you with the opportunity to continue to develop your knowledge, skills, and volume of learning with regard to clinical psychological practice. You will be provided with the opportunity to learn in a community based setting, and to plan, develop and share a case conceptualisation.

#### 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

Prerequisite: PSYC22005 Clinic Team III

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

- Mixed Mode
- 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).

#### Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

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

Weighting: 10%

#### 2. **Group Work**

Weighting: 5%

#### 3. **Presentation**

Weighting: 10%

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

Weighting: 10%

#### 5. **Learning logs / diaries / Journal / log books**

Weighting: 25%

#### 6. **Professional Practice Placement**

Weighting: 40%

### 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

That the teacher in class was supportive to students area of interest and perspectives.

##### Recommendation

The students were given opportunity for input into the content covered in the final few weeks of class. Students appreciated this opportunity to revisit some important topics and explore some advanced areas of psychological practice. It is recommended to retain this structure in 2019.

#### Feedback from Student feedback

##### Feedback

Providing timely and constructive feedback on submitted work

##### Recommendation

The diaries were submitted weekly, however the grade was only awarded at the end of term. In 2019, it is recommended that the diaries be graded weekly, as submitted.

## Unit Learning Outcomes

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

1. Communicate effectively and professionally with clients, specialist and nonspecialist audiences.
2. Apply theoretical knowledge into areas of applied psychological practice through the development and delivery of evidence based interventions.
3. Incorporate the process of ethical decision making and its application within psychological practice.
4. Demonstrate practical and theoretical skills to plan, justify case formulation and intervention strategies both individually and in group collaborative teams.
5. Drawing on evidence based practices, develop case conceptualisations illustrating a body of knowledge that includes theory, diagnoses, and intervention.
6. Reflect critically on knowledge, skills, and ability to adapt to a multidisciplinary approach.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Learning logs / diaries / Journal / log books - 25%	•					
2 - Professional Practice Placement - 40%	•	•	•	•		
3 - Presentation - 10%		•				
4 - Group Work - 5%						•

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
5 - Case Study - 10%				•	•	
6 - Reflective Practice Assignment - 10%						•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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 - Learning logs / diaries / Journal / log books - 25%	○	○	○	○	○	○	○	
2 - Professional Practice Placement - 40%	○	○	○	○	○	○		
3 - Presentation - 10%	○	○	○	○	○			
4 - Group Work - 5%	○	○			○		○	
5 - Case Study - 10%	○	○	○	○	○	○		
6 - Reflective Practice Assignment - 10%		○	○		○	○		

## Textbooks and Resources

### Textbooks

PSYC22006

#### Prescribed

#### **Diagnostic and Statistical Manual of Mental Disorders (DSM-5®), Fifth Edition**

Edition: 5 (2013)

Authors: American Psychiatric Association

American Psychiatric Association

USA

ISBN: 978-0-89042-555-8

Binding: Paperback

### 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 - Welcome, Case presentation by your lecturer. - 15 Jul 2019**

Module/Topic	Chapter	Events and Submissions/Topic
This week will comprise: <ul style="list-style-type: none"><li>• Group supervision: Review unit requirements.</li><li>• Exploring issues associated with commencement of Term 2 placements.</li></ul>	No reading required	<ul style="list-style-type: none"><li>• Wk 1 Reflection to be uploaded to Moodle after class (before next class).</li></ul>

### **Week 2 - Case Presentation 1, Psychosocial Recovery Model. - 22 Jul 2019**

Module/Topic	Chapter	Events and Submissions/Topic
This week will comprise: <ul style="list-style-type: none"><li>• Group supervision based on external placement experiences.</li><li>• A group discussion of the readings set for this week related to clinical psychology - Psychosocial Recovery Model.</li><li>• 1 case presentation by the lecturer, with class discussion.</li></ul>	<i>The empirical evidence about mental health and recovery</i> (Slade & Longden, 2015).	<ul style="list-style-type: none"><li>• Wk 2 Reflection to be uploaded to Moodle.</li></ul>

### **Week 3 - Presentation 2, Viva discussion. - 29 Jul 2019**

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week will comprise:</p> <ul style="list-style-type: none"> <li>• Group supervision based on external placement experiences.</li> <li>• A group discussion of the readings set for this week related to the Viva assessment. We will look at a role-play viva and have some practise on the viva tasks.</li> <li>• 1 student case presentation that each includes at least one published article/chapter that is relevant to the case.</li> </ul>	<p><i>An Informed Look at Doctoral Vivas (Oral Examinations) in the Preparation of Counselor Educators</i> by Charles R. McAdams III and Derek L. Robertson</p> <p>One or two readings are to be provided by the student that are relevant to their case being presented to the class this week. These readings are to be uploaded to Moodle one week in advance of the Clinic IV class time.</p>	<ul style="list-style-type: none"> <li>• Wk 3 Reflection to be uploaded to Moodle.</li> <li>• Students must upload their case study readings one week in advance to Moodle. All students must have either read or downloaded it for discussion in time for Clinic Team IV class.</li> <li>• Students giving their presentation will discuss the reading with the class to highlight it's relevance and provide a summary of the findings/conclusions.</li> </ul>

#### Week 4 - Presentation 3, IPE preparation - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week will comprise:</p> <ul style="list-style-type: none"> <li>• Group supervision based on external placement experiences.</li> <li>• Preparation for IPE.</li> <li>• 1 student case presentation that each includes at least one published article/chapter that is relevant to the case.</li> </ul>	<p>Case Study for IPE on Moodle.</p> <p>One or two readings are to be provided by the student that are relevant to their case being presented to the class this week. These readings are to be uploaded to Moodle one week in advance of the Clinic IV class time.</p>	<ul style="list-style-type: none"> <li>• Wk 4 Reflection to be uploaded to Moodle.</li> <li>• Students must upload their case study readings one week in advance to Moodle. All students must have either read or downloaded it for discussion in time for Clinic Team IV class.</li> <li>• Students giving their presentation will discuss the reading with the class to highlight it's relevance and provide a summary of the findings/conclusions.</li> </ul>

#### Week 5 - Presentation 4, IPE class 1. - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week will comprise:</p> <ul style="list-style-type: none"> <li>• A group discussion of the readings set for this week related to clinical psychology.</li> <li>• Group supervision based on external placement experiences.</li> <li>• 1 student case presentation that each includes at least one published article/chapter that is relevant to the case.</li> <li>• IPE class 1.</li> <li>• Preparation for IPE class 2.</li> </ul>	<p>One or two readings are to be provided by the student that are relevant to their case being presented to the class this week. These readings are to be uploaded to Moodle one week in advance of the Clinic IV class time.</p>	<ul style="list-style-type: none"> <li>• Wk 5 Reflection to be uploaded to Moodle.</li> <li>• Students must upload their case study readings one week in advance to Moodle. All students must have either read or downloaded it for discussion in time for Clinic Team IV lecture.</li> <li>• Students giving their presentation will discuss the reading with the class to highlight it's relevance and provide a summary of the findings/conclusions.</li> </ul>

#### Mid-Term Break - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
No classes this week	No readings this week.	

#### Week 6 - Residential School, IPE class 2. - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week will comprise:</p> <ul style="list-style-type: none"> <li>• Residential school.</li> <li>• IPE class 2.</li> </ul>		<ul style="list-style-type: none"> <li>• Wk 6 Reflection to be uploaded to Moodle.</li> </ul>

#### Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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This week there is no face to face class as we will be having the Viva sessions in week 13.

Students should still attend placement, engage in individual supervision and submit their weekly reflection via Moodle.

- Wk 7 Reflection to be uploaded to Moodle.

### Week 8 - Presentation 6, Psychology Registration & the Registrar Program. - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week will comprise:</p> <ul style="list-style-type: none"> <li>• Group supervision based on external placement experiences; and</li> <li>• Group discussion - Requirements for registration as a psychologist and the Registrar program.</li> <li>• 1 student case presentation that each includes at least one published article/chapter that is relevant to the case. Links to the viva assessment will be highlighted through students interacting with the presenter of the case to promote differential diagnoses that may have not been considered; to ensure adequate risk assessment; and discuss the treatment plan that the student group thinks might be therapeutic interventions that the presenting student has not considered.</li> </ul>	<p>We will look at the requirements of the Clinical Registrar program. One or two readings are to be provided by the student that are relevant to their case being presented to the class this week. These readings are to be uploaded to Moodle one week in advance of the Clinic IV class time.</p>	<ul style="list-style-type: none"> <li>• Wk 8 Reflection to be uploaded to Moodle.</li> <li>• Students must upload their case study readings one week in advance to Moodle. All students must have either read or downloaded it for discussion in time for Clinic Team IV lecture.</li> <li>• Students giving their presentation will discuss the reading with the class to highlight it's relevance and provide a summary of the findings/conclusions.</li> </ul>

### Week 9 - Presentation 7, Private Practice. - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week will comprise:</p> <ul style="list-style-type: none"> <li>• Group supervision based on external placement experiences;</li> <li>• Group discussion about setting up a private practice</li> <li>• 1 student case presentation that each includes at least one published article/chapter that is relevant to the case. Links to the viva assessment will be highlighted through students interacting with the presenter of the case to promote differential diagnoses that may have not been considered; to ensure adequate risk assessment; and discussion of the treatment plan that the student group thinks might be therapeutic interventions that the presenting student has not considered.</li> <li>• The class topic for this week will be decided in advance by the class.</li> </ul>	<p>One or two readings are to be provided by the student that are relevant to their case being presented to the class this week. These readings are to be uploaded to Moodle one week in advance of the Clinic IV class time.</p>	<ul style="list-style-type: none"> <li>• Wk 9 Reflection to be uploaded to Moodle.</li> <li>• Students must upload their case study readings one week in advance to Moodle. All students must have either read or downloaded it for discussion in time for Clinic Team IV lecture.</li> <li>• Students giving their presentation will discuss the reading with the class to highlight it's relevance and provide a summary of the findings/conclusions.</li> </ul>

### Week 10 - Presentation 8, Reflections on 'Indigenous Clinical Psychology'. - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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This week will comprise:

- Group supervision based on external placement experiences;
- Reflections on the construct of 'Indigenous Clinical Psychology' based on the groups' learning in all units, placements, research and other experiences, with a goal of understanding the current status and best practice for culturally sensitive and responsive practice of clinical psychology.
- 1 student case presentation that each includes at least one published article/chapter that is relevant to the case. Links to the viva assessment will be highlighted through students interacting with the presenter of the case to promote differential diagnoses that may have not been considered; to ensure adequate risk assessment; and discuss the treatment plan that the student group thinks might be therapeutic interventions that the presenting student has not considered.
- The class topic for this week will be decided in advance by the class.

Readings will be available on Moodle. One or two readings are to be provided by the student that are relevant to their case being presented to the class this week. These readings are to be uploaded to Moodle one week in advance of the Clinic IV class time.

- Wk 10 Reflection to be uploaded to Moodle.
- Students must upload their case study readings one week in advance to Moodle. All students must have either read or downloaded it for discussion in time for Clinic Team IV lecture.
- Students giving their presentation will discuss the reading with the class to highlight it's relevance and provide a summary of the findings/conclusions.

#### Week 11 - Presentation 9 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
<p>This week will comprise:</p> <ul style="list-style-type: none"> <li>• Group supervision based on external placement experiences;</li> <li>• 1 student case presentation that each includes at least one published article/chapter that is relevant to the case. Links to the viva assessment will be highlighted through students interacting with the presenter of the case to promote differential diagnoses that may have not been considered; to ensure adequate risk assessment; and discuss the treatment plan that the student group thinks might be therapeutic interventions that the presenting student has not considered.</li> <li>• The class topic for this week will be decided in advance by the class.</li> </ul>	<p>One or two readings are to be provided by the student that are relevant to their case being presented to the class this week. These readings are to be uploaded to Moodle one week in advance of the Clinic IV class time.</p>	<ul style="list-style-type: none"> <li>• Wk 11 Reflection to be uploaded to Moodle.</li> <li>• Students must upload their case study readings one week in advance to Moodle. All students must have either read or downloaded it for discussion in time for Clinic Team IV lecture.</li> <li>• Students giving their presentation will discuss the reading with the class to highlight it's relevance and provide a summary of the findings/conclusions.</li> </ul>

#### Week 12 - Presentation 10. - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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- Final group supervision, providing opportunities to reflect on clinical placement experiences.
- 1 student case presentation that each includes at least one published article/chapter that is relevant to the case. Links to the viva assessment will be highlighted through students interacting with the presenter of the case to promote differential diagnoses that may have not been considered; to ensure adequate risk assessment; and discuss the treatment plan that the student group thinks might be therapeutic interventions that the presenting student has not considered.
- More practise for the Viva.

One or two readings are to be provided by the student that are relevant to their case being presented to the class this week. These readings are to be uploaded to Moodle one week in advance of the Clinic IV class time.

- Wk 12 Reflection to be uploaded to Moodle.

**Case Study** Due: Week 12 Friday (11 Oct 2019) 11:45 pm AEST

### Week 13 - Vivas - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Viva Exam - Client case vignette and role-play followed by an oral presentation of psychological formulation, assessment, diagnostic considerations, treatment plan, and professional recommendations. Students should plan to be available to on campus for the full week. Each student will attend a three hour Viva session.	Whilst there are no specific readings for this exam, it is expected that the student has a sound knowledge of the ICD-10/DSM5 diagnostic frameworks; the APS code of ethics; how to write a case formulation that follows a specific model; which psychometric testing is appropriate; how to write a treatment plan that is evidence-based; and how to conduct a risk assessment.	<p>This is an oral exam. Two assessors will be assigned to students by the Head of Course. Oral only feedback will be provided to students immediately after the viva presentation. It is a pass or fail grade, with one opportunity to complete a re-sit if required at the discretion of the assessors.</p> <p>Each student will attend for a half-day examination. Students may be required to do a re-sit viva examination, so they should plan to be available for the full week.</p> <p><b>Placement documents - log books, supervision record forms, mid-placement review form, end-of-placement review form.</b> Due: Review/Exam Week Wednesday (16 Oct 2019) 11:45 pm AEST</p> <p><b>Viva Assessment</b> Due: Review/Exam Week Friday (18 Oct 2019) 11:45 pm AEST</p>

## Term Specific Information

Note that instead of a scheduled class in week 7, we will be holding the individual Vivas in week 13. Topics for weeks 11 and 12 will be based on suggestions from the class.

## Assessment Tasks

### 1 Weekly Reflective Journal

#### Assessment Type

Reflective Practice Assignment

#### Task Description

Your weekly reflective journal should be one page in length. It is a reflection of your experiences in placement that week and your growth as a clinical psychologist. It should be submitted each week before the following week's class.

**Assessment Due Date****Return Date to Students****Weighting**

10%

**Assessment Criteria**

No Assessment Criteria

**Referencing Style**

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

**Submission**

No submission method provided.

**Learning Outcomes Assessed**

- Reflect critically on knowledge, skills, and ability to adapt to a multidisciplinary approach.

**Graduate Attributes**

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

## 2 IPE classes

**Assessment Type**

Group Work

**Task Description**

Participate in IPE and submission of the ISBAR records of each IPE session. The submitted ISBARs should each have the relevant plan from your small group appended to them.

**Assessment Due Date****Return Date to Students****Weighting**

5%

**Assessment Criteria**

No Assessment Criteria

**Referencing Style**

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

**Submission**

No submission method provided.

**Learning Outcomes Assessed**

- Reflect critically on knowledge, skills, and ability to adapt to a multidisciplinary approach.

**Graduate Attributes**

- Knowledge
- Communication
- Self-management
- Leadership

## 3 Case Presentation

**Assessment Type**

Presentation

**Task Description**

Each student will do a Case Presentation in class. The presentation should include reference to one or two relevant journal articles and should take up to 45 minutes including class discussion time.

**Assessment Due Date****Return Date to Students****Weighting**

10%

**Assessment Criteria**

No Assessment Criteria

**Referencing Style**

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

**Submission**

No submission method provided.

**Learning Outcomes Assessed**

- Apply theoretical knowledge into areas of applied psychological practice through the development and delivery of evidence based interventions.

**Graduate Attributes**

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

## 4 Case Study

**Assessment Type**

Case Study

**Task Description**

You must submit a clinical psychology case study. The format will be discussed in class and a guide put on Moodle. The case study must be signed by your placement supervisor to indicate it is your own work and is of a satisfactory standard.

**Assessment Due Date**

Week 12 Friday (11 Oct 2019) 11:45 pm AEST

**Return Date to Students****Weighting**

10%

**Minimum mark or grade**

Pass

**Assessment Criteria**

The Case Study is marked as Pass/Fail.

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Demonstrate practical and theoretical skills to plan, justify case formulation and intervention strategies both individually and in group collaborative teams.
- Drawing on evidence based practices, develop case conceptualisations illustrating a body of knowledge that includes theory, diagnoses, and intervention.

**Graduate Attributes**

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

- Ethical and Professional Responsibility

## 5 Placement documents - log books, supervision record forms, mid-placement review form, end-of-placement review form.

### Assessment Type

Learning logs / diaries / Journal / log books

### Task Description

All placement documents - log books, supervision record forms, mid-placement review form, end-of-placement review form - must be uploaded to Moodle by Week 13.

### Assessment Due Date

Review/Exam Week Wednesday (16 Oct 2019) 11:45 pm AEST

### Return Date to Students

Will be marked on Moodle

### Weighting

25%

### Minimum mark or grade

Pass

### Assessment Criteria

All documents must be uploaded. Each is marked Pass/Fail.

### Referencing Style

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

### Submission

Online

### Submission Instructions

Moodle dropbox.

### Learning Outcomes Assessed

- Communicate effectively and professionally with clients, specialist and nonspecialist audiences.

### Graduate Attributes

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

## 6 Viva Assessment

### Assessment Type

Professional Practice Placement

### Task Description

The Vivas are held in week 13. Each student will attend an individual session where they will be given background information and asked to interview a role played client, do a presentation on the presenting concerns, 5P formulation, differential diagnosis and treatment plan.

### Assessment Due Date

Review/Exam Week Friday (18 Oct 2019) 11:45 pm AEST

Each student will have an individual half-day timeslot.

### Return Date to Students

Review/Exam Week Friday (18 Oct 2019)

Oral feedback will be given immediately after the assessment is complete.

### Weighting

40%

**Minimum mark or grade**

Pass

**Assessment Criteria**

No Assessment Criteria

**Referencing Style**

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

**Submission**

Offline Online

**Submission Instructions**

The Vivas are conducted live. The presentation should be uploaded to Moodle on the day of your Viva.

**Learning Outcomes Assessed**

- Communicate effectively and professionally with clients, specialist and nonspecialist audiences.
- Apply theoretical knowledge into areas of applied psychological practice through the development and delivery of evidence based interventions.
- Incorporate the process of ethical decision making and its application within psychological practice.
- Demonstrate practical and theoretical skills to plan, justify case formulation and intervention strategies both individually and in group collaborative teams.

**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