



COURSE OUTLINE

PSY702 Clinical Psychological Practice 1

Course Coordinator: Lee Kannis-Dymand (lkannisd@usc.edu.au) **School:** School of Health and Behavioural Sciences

2021 | Semester 1

Thompson Institute

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

The USC postgraduate psychology programs is committed to maintaining the primacy of public safety in the delivery of the program within the education and placement environments. This course extends your previous studies in psychopathology and focuses on acquiring advanced knowledge of the aetiological and maintenance factors involved in psychological disorders, their clinical presentation, methods of assessment, and appropriate evidence-based therapeutic interventions. You will also develop advanced knowledge of and skills in using major diagnostic classification systems and theories underlying the major psychological disorders. Ethical, professional and legal issues will be addressed as they arise.

1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|--|-------|----------------|-----------|
| ON CAMPUS | | | |
| Tutorial/Workshop – On campus tutorial/workshop - 3 hours | 3hrs | Week 1 | 12 times |

1.3. Course Topics

Anxiety

Behavioural experiments & cognitive techniques

Cognitive Behaviour Therapy (CBT)

CBT assessment and formulation skills

Depression

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

| COURSE LEARNING OUTCOMES | | GRADUATE QUALITIES |
|---|--|--|
| On successful completion of this course, you should be able to... | | Completing these tasks successfully will contribute to you becoming... |
| 1 | Show strong knowledge of and skills in accessing the published empirical findings regarding psychological theories and models for a range of adult psychological disorders. | Knowledgeable Creative and critical thinker |
| 2 | Show competency, knowledge of and skills in the use of the major methods of diagnostic and assessment procedures. | Knowledgeable Creative and critical thinker |
| 3 | Show competency, knowledge of and skills in designing and implementing appropriate evidence-based psychological and pharmacological interventions. | Knowledgeable Empowered |
| 4 | Show awareness of potential ethical issues involved in practising clinical psychology and understanding of how to use the APS Code of Ethics and its accompanying Guidelines to resolve ethical questions. | Knowledgeable Ethical |
| 5 | Demonstrate competence in communicating knowledge and skills effectively in writing and through verbal communication | Knowledgeable Engaged |

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Enrolled in Program AR507, AR702 or AR703

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Limited Grading (PNP)

Pass (PU), Fail (UF). All assessment tasks are required to be passed for successful completion of the course.

6.2. Details of early feedback on progress

At the beginning of week 4, a 10-item quiz will be held in class using an online format to assess the students' understanding of the course content to date.

6.3. Assessment tasks

| DELIVERY MODE | TASK NO. | ASSESSMENT PRODUCT | INDIVIDUAL OR GROUP | WEIGHTING % | WHAT IS THE DURATION / LENGTH? | WHEN SHOULD I SUBMIT? | WHERE SHOULD I SUBMIT IT? |
|---------------|----------|-----------------------------------|---------------------|-------------|--------------------------------|-----------------------|---------------------------|
| All | 1 | Examination | Individual | 0% | 90 minutes | Week 7 | In Class |
| All | 2 | Examination - Centrally Scheduled | Individual | 0% | 2 hours | Exam Period | In Class |

All - Assessment Task 1: Exam

| | | |
|------------------|---|---|
| GOAL: | Integrate knowledge of clinical presentations within a cognitive behavioural formulation framework. | |
| PRODUCT: | Examination | |
| FORMAT: | Your task is to view a recorded assessment interview in class in examination conditions. As you observe the video, you will need to note down various aspects of the client's presenting problem based on a cognitive behavioural framework (see below); this will be in the format of a cognitive behavioural formulation. You will be provided with a template to guide you through this process. The template will have sections for the various aspects of the client's presenting problem that you need to record down (e.g., cognitions). What you detail from observing the recorded interview should make it clear what the presenting issue is and what the maintaining factors are for the client you are observing. The recording will be shown twice. | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 | Identification of the presenting problem. For example, depression, anxiety, anger |
| | 2 | Identification of the activating event(s) that lead to the current problem (e.g., a traumatic event, relationship problems). |
| | 3 | Identification of current triggers for the presenting problem (e.g., social events, conflict at home) |
| | 4 | Identification of the client's cognitions, including any stated core beliefs, negative automatic thoughts, and dysfunctional assumptions. |
| | 5 | Identification of emotions experienced by the client (e.g., anger, irritability, sadness). |
| | 6 | Identification of physical sensations or physical changes related to the presenting problem (e.g., heart racing, sleep problems). |
| | 7 | Identification of behaviours that are maintaining the presenting problem (e.g., social withdrawal, safety behaviours, avoidance, alcohol use). |
| | 8 | Identification of any environmental factors that are contributing to the presenting problem or are maintaining it (e.g., financial problems, workload). |
| | 9 | Assessment Criteria are mapped to the course learning outcomes. 1 2 3 4 5 |

All - Assessment Task 2: Exam

| | | |
|------------------|---|----------------------------------|
| GOAL: | To ensure students meet the required competencies. | |
| PRODUCT: | Examination - Centrally Scheduled | |
| FORMAT: | For the examination you will be required to answer multiple choice and write short answers to questions based on the materia covered in PSY702. The exam will provide you with the opportunity to demonstrate your knowledge of diagnostic criteria, differential diagnoses, and psychometric assessment for clinical conditions. Your ability to develop theory driven formulations and treatment plans and to use clinical reasoning skills will also be assessed | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 | Accuracy of responses |

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

| REQUIRED? | AUTHOR | YEAR | TITLE | PUBLISHER |
|-------------|---|------|---|---|
| Required | Helen Kennerley, Joan Kirk, & David Westbrook | 2016 | An Introduction to Cognitive Behaviour Therapy | Sage Publications Limited |
| Required | n/a | 2013 | Diagnostic and Statistical Manual of Mental Disorders | American Psychiatric Publishing, Incorporated |
| Recommended | Alan Carr & Muireann McNulty | 2016 | The Handbook of Adult Clinical Psychology | Routledge |

8.2. Specific requirements

You are expected to attend all workshops. For any workshops that are missed you will need to demonstrate to your course coordinator that you have covered the required material. This will usually take the form of a detailed summary and reflection of the Directed and Independent Study Activities for the missed workshop.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2. Assessment: Additional Requirements

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 4.1.3 and 4.1.4 of the Grades and Grade Point Average (GPA) - Institutional Operating Policy of the USC.

In a course eligible to use Limited Grades, all assessment items in that course are marked on a Pass/Fail basis and all assessment tasks are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

10.3. Assessment: Submission penalties

You must contact your Course Coordinator and provide the required documentation if you require an extension or alternate assessment.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.8. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au