



COURSE OUTLINE

PSY705 Clinical Psychological Practice 2

Course Coordinator: Helen Stallman (hstallman@usc.edu.au) School: School of Health and Behavioural Sciences

2022 Semester 1

Thompson Institute

BLENDED
LEARNING

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 are committed to maintaining the primacy of public safety in the delivery of the program within the education and placement environments. This course introduces you to research-based psychopathology regarding child and adolescent psychological problems (i.e., across the lifespan), linking that with evidence-based therapy for those problems whenever possible. It gives practice in assessing presenting problems, developing case formulations, conducting a diagnosis when appropriate, and drawing on the literature to plan and conduct an effective therapy program. Ethical issues will be addressed as they arise. This course, combined with the other Clinical Practice courses, introduces evidence-based therapy for disorders encountered in general clinical psychological practice.

1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|--|-------|----------------|-----------|
| BLENDED LEARNING | | | |
| Tutorial/Workshop 1 – On campus workshop - 3 hours | 3hrs | Week 1 | 13 times |

1.3. Course Topics

Course topics will include:

- childhood developmental stages
- ethical consideration when working with young people and families
- Anxiety and mood disorders in young people
- Obsessive, disruptive and impulse-control related disorders in young people
- Elimination disorders in young people
- Feeding and eating disorders in young people
- Neurodevelopmental disorders

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 Demonstrate knowledge and skill in accessing the research findings regarding the psychopathology of a range of child, adolescent and adult psychological disorders. | Knowledgeable Empowered |
| ② Demonstrate knowledge and skills in the use of relevant diagnostic, assessment, and treatment procedures. | Empowered Ethical |
| ③ Demonstrate knowledge and skills in accessing and applying appropriate evidence-based therapy. | Knowledgeable Empowered |
| ④ Demonstrate 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. | Ethical |
| ⑤ Ability to synthesise and communicate psychological findings | Knowledgeable Creative and critical thinker Ethical |

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

Not applicable

5.2. Co-requisites

PSY702 and enrolled in Program AR702 or AR703.

5.3. Anti-requisites

Not applicable

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

Ability to write in APA format

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 6, a 10-item quiz will be available on Canvas to assess the students' understanding of the course content to date and provide them with some feedback regarding their progress and any gaps in their knowledge.

6.3. Assessment tasks

| DELIVERY MODE | TASK NO. | ASSESSMENT PRODUCT | INDIVIDUAL OR GROUP | WHAT IS THE DURATION / LENGTH? | WHEN SHOULD I SUBMIT? | WHERE SHOULD I SUBMIT IT? |
|---------------|----------|------------------------|---------------------|--|-----------------------|---------------------------|
| All | 1 | Oral and Written Piece | Group | 50 minute presentation 500-word summary | Refer to Format | In Class |
| All | 2 | Examination | Individual | 2 hours | Exam Period | Online Test (Quiz) |

All - Assessment Task 1: Psychological intervention

| | | |
|------------------|---|---|
| GOAL: | You will verbally present rationale for and engage in a role-play of a psychological intervention. You will provide a written summary of the intervention which can be shared with your peers. | |
| PRODUCT: | Oral and Written Piece | |
| FORMAT: | <p>Submit: Weeks 4-12 in class.</p> <p>Part A: Group presentation Discuss and then demonstrate, in class, a 50-minute psychological intervention (e.g., 20 minutes to outline the intervention and up to 30 minutes to demonstrate) from a list of interventions as provided in Week 1. Provide a rationale and description for the use of the intervention and with which clinical cases this intervention would be most appropriate to use. Presentation roles need to be evenly shared (e.g., person playing the therapist should not present all the PowerPoint presentation also).</p> <p>Part B: Written summary Provide a single 500-word summary, prepared by all group members, describing the psychological intervention, its components and the research evidence for its use. This summary will be distributed to your peers.</p> | |
| CRITERIA: | No. | Learning Outcome assessed |
| | 1 Part A - Ability to provide an evidence-based rationale for the use of the psychological intervention, i.e., detail the intervention and who it is for, its evidence base, and how it is delivered/utilised in therapy | 1 2 5 |
| | 2 Part A - Ability to effectively role play the psychological intervention (technique) | 3 |
| | 3 Part A - Ability to engage class members and respond to questions. | 1 2 3 4 5 |
| | 4 Part A - Effectiveness of communication skills and ability to present information in a clear and succinct manner. | 1 2 3 4 5 |
| | 5 Part B - Ability to accurately summarise the psychological intervention, including the treatment protocol of the treatment and sessions' content; how to deliver the intervention; what resources are needed and whether outcome measures are used. | 1 2 3 5 |
| | 6 Part B - Ability to use professional writing (e.g. logical structure and setting out of written work, professional language, and use of APA referencing). | 5 |

All - Assessment Task 2: Exam

| | |
|-----------------|--|
| GOAL: | This exam is the culmination of all learning in this course and allows you to demonstrate your ability to integrate psychological knowledge. |
| PRODUCT: | Examination |
| FORMAT: | The exam will consist of short answer and case study questions aimed at assessing your knowledge of psychological disorders, including assessment, formulation, treatment and ethical issues. Exam questions will be drawn from lecture material, required readings and the set texts. |

| CRITERIA: | No. | Learning Outcome assessed |
|-----------|-------------------------|---------------------------|
| | 1 Accuracy of responses | 1 2 3 4 5 |

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 Canvas 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 | EDITION | PUBLISHER |
|-----------|-----------|------|--|---------|-----------|
| Required | Alan Carr | 0 | The Handbook of Child and Adolescent Clinical Psychology | n/a | n/a |

8.2. Specific requirements

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

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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

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. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: [07 5430 1168](#) or using the [SafeZone](#) app. For general enquiries contact the SafeUSC team by phone [07 5456 3864](#) or email safe@usc.edu.au.

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](#) or email studentwellbeing@usc.edu.au.

10.5. 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.

10.6. 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.

10.7. 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.

10.8. 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: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. 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