

**PSY702 Clinical Psychological Practice 1**

School: School of Health - Psychology

2024 | Semester 1

UniSC Sunshine Coast

**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 [usc.edu.au](http://usc.edu.au) 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 (i.e., Cognitive Behaviour Therapy). 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 |
|--|-------|----------------|-----------|
| <b>BLENDED LEARNING</b>  |       |                |           |
| <b>Tutorial/Workshop 1</b> – On campus tutorial/workshop - 3 hours | 3hrs  | Week 1         | 13 times  |

### 1.3. Course Topics

Anxiety Disorders

Behavioural experiments &amp; 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 MAPPING   | PROFESSIONAL STANDARD MAPPING *   |
|--|--|---|
| On successful completion of this course, you should be able to...  | Completing these tasks successfully will contribute to you becoming... | Australian Psychology Accreditation Council   |
| 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<br>Creative and critical thinker                         | 3.1, 3.2, 3.5, 3.8, 3.9, 3.10, 4.2.1, 4.2.1.1, 4.2.1.2, 4.2.1.3, 4.2.2.1, 4.2.2.2, 4.2.2.3, 4.2.3.1, 4.2.3.2, 4.2.3.4 |
| 2 Show competency, knowledge of and skills in the use of the major methods of diagnostic and assessment procedures.  | Knowledgeable<br>Creative and critical thinker                         | 3.1, 3.2, 3.5, 3.8, 3.9, 4.2.1.1, 4.2.1.2, 4.2.1.3, 4.2.2.1, 4.2.2.2, 4.2.2.3, 4.2.3.1, 4.2.3.2, 4.2.3.4              |
| 3 Show competency, knowledge of and skills in designing and implementing appropriate evidence-based psychological and pharmacological interventions.   | Knowledgeable<br>Empowered   | 3.1, 3.2, 3.5, 3.8, 3.9, 3.10, 4.2.1.1, 4.2.1.2, 4.2.1.3, 4.2.2.1, 4.2.2.2, 4.2.2.3, 4.2.3.1, 4.2.3.2, 4.2.3.4        |
| 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<br>Ethical   | 3.1, 3.2, 3.5, 3.8, 3.9, 3.10, 4.2.1.1, 4.2.1.2, 4.2.1.3, 4.2.2.1, 4.2.2.2, 4.2.2.3, 4.2.3.1, 4.2.3.2, 4.2.3.4        |
| 5 Demonstrate competence in communicating knowledge and skills effectively in writing and through verbal communication   | Knowledgeable<br>Engaged   | 3.8, 4.2.2.3, 4.2.3.1   |

#### \* Competencies by Professional Body

| CODE   | COMPETENCY   |
|--|--|
| <b>AUSTRALIAN PSYCHOLOGY ACCREDITATION COUNCIL</b> |  |
| 3.1  | Taking into account the broad diversity of clients, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply psychological knowledge to competently and ethically demonstrate successful (prior or concurrent) achievement of pre-professional competencies.  |
| 3.2  | Taking into account the broad diversity of clients, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply psychological knowledge to competently and ethically apply evidence-based and scientific methods to professional practice across the lifespan in empirically valid and culturally responsive ways. |
| 3.5  | Taking into account the broad diversity of clients, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply psychological knowledge to competently and ethically identify psychological disorders using a recognised taxonomy.   |
| 3.8  | Taking into account the broad diversity of clients, & consistent with current relevant legal frameworks, mental health practice standards, occupational settings & codes of ethical practice, graduates apply psychological knowledge to competently and ethically interpret and communicate findings in oral and written formats, including formal psychological reports, using culturally appropriate language.    |
| 3.9  | Taking into account the broad diversity of clients, & consistent with current relevant legal frameworks, mental health practice standards, occupational settings & codes of ethical practice, graduates apply psychological knowledge to competently and ethically implement appropriate, empirically supported interventions, and monitor clients' progress and intervention outcomes.                              |
| 3.10   | Taking into account the broad diversity of clients, & consistent with current relevant legal frameworks, mental health practice standards, occupational settings & codes of ethical practice, graduates apply psychological knowledge to competently and ethically demonstrate respect for the skills and contribution of other professionals.   |
| 4.2.1  | Apply advanced psychological knowledge of the following to their practice in clinical psychology:  |

| CODE    | COMPETENCY  |
|---------|---|
| 4.2.1.1 | Graduates apply advanced psychological knowledge of the following to their practice in clinical psychology: psychological theories of the aetiology, progression and/or recovery, precursors and sequelae of psychological disorders, including incidence, prevalence and predisposing, risk, protective and maintenance factors  |
| 4.2.1.2 | Graduates apply advanced psychological knowledge of the following to their practice in clinical psychology: both developmental systems and biopsychosocial models of health as they apply to psychological disorders as well as the multiple factors that impinge on mental health across the lifespan  |
| 4.2.1.3 | Graduates apply advanced psychological knowledge of the following to their practice in clinical psychology: psychopathology and relevant international taxonomies of classification of psychological disorders, including severe, complex and chronic mental illness  |
| 4.2.2.1 | Graduates apply advanced psychological knowledge to culturally responsive assessment in the area of clinical psychology, including: evaluation of psychological disorders with reference to relevant international taxonomies of classification, including disorders of moderate to severe level and complexity   |
| 4.2.2.2 | Graduates apply advanced psychological knowledge to culturally responsive assessment in the area of clinical psychology, including: use of assessment tools and processes related to a wide range of psychological disorders, and including psychometric tests, structured or semi-structured interviews, behavioural observations, measures of functionality and processes that enable collection of collateral information from multiple sources, including groups and systems relevant to the client |
| 4.2.2.3 | Graduates apply advanced psychological knowledge to culturally responsive assessment in the area of clinical psychology, including: integration, interpretation, and synthesis of clinical psychological assessment data with the knowledge of psychopathology to inform case formulation, diagnosis and intervention   |
| 4.2.3.1 | Graduates apply advanced psychological knowledge to culturally responsive interventions in the area of clinical psychology, including: selection, tailoring and implementation of appropriate evidence-based interventions on the basis of an initial case formulation, whether individuals, dyads or carers/dependents   |
| 4.2.3.2 | Graduates apply advanced psychological knowledge to culturally responsive interventions in the area of clinical psychology, including: monitoring of outcomes and modifications based on evolving case formulation and intra- and interpersonal processes, with care given to the appropriateness of interventions for the client or clients within their wider context   |
| 4.2.3.4 | Graduates apply advanced psychological knowledge to culturally responsive interventions in the area of clinical psychology, including: evidence-based practice in the understanding and management of psychological disorders, including across the age range and across modalities such as e-health approaches.  |

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC 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 | WHAT IS THE DURATION / LENGTH? | WHEN SHOULD I SUBMIT? | WHERE SHOULD I SUBMIT IT? |
|---------------|----------|---------------------------------------|---------------------|--------------------------------|-----------------------|---------------------------|
| All           | 1        | Examination - not Centrally Scheduled | Individual          | 90 minutes                     | Week 7                | In Class                  |
| All           | 2        | Examination - not Centrally Scheduled | Individual          | 2 hours                        | Exam Period           | In Class                  |

#### All - Assessment Task 1: Exam

| <b>GOAL:</b>     | Integrate knowledge of clinical presentations within a cognitive behavioural formulation framework.   |     |                           |   |           |   |         |   |         |   |         |   |         |   |         |  |
|------------------|---|-----|---------------------------|---|-----------|---|---------|---|---------|---|---------|---|---------|---|---------|--|
| <b>PRODUCT:</b>  | Examination - not Centrally Scheduled   |     |                           |   |           |   |         |   |         |   |         |   |         |   |         |  |
| <b>FORMAT:</b>   | 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. |     |                           |   |           |   |         |   |         |   |         |   |         |   |         |  |
| <b>CRITERIA:</b> | <table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1 2 3 4 5</td> </tr> <tr> <td>2</td> <td>1 2 3 5</td> </tr> <tr> <td>3</td> <td>1 2 3 5</td> </tr> <tr> <td>4</td> <td>1 2 3 5</td> </tr> <tr> <td>5</td> <td>1 2 3 5</td> </tr> <tr> <td>6</td> <td>1 2 3 5</td> </tr> </tbody> </table>  | No. | Learning Outcome assessed | 1 | 1 2 3 4 5 | 2 | 1 2 3 5 | 3 | 1 2 3 5 | 4 | 1 2 3 5 | 5 | 1 2 3 5 | 6 | 1 2 3 5 |  |
| No.              | Learning Outcome assessed   |     |                           |   |           |   |         |   |         |   |         |   |         |   |         |  |
| 1                | 1 2 3 4 5   |     |                           |   |           |   |         |   |         |   |         |   |         |   |         |  |
| 2                | 1 2 3 5   |     |                           |   |           |   |         |   |         |   |         |   |         |   |         |  |
| 3                | 1 2 3 5   |     |                           |   |           |   |         |   |         |   |         |   |         |   |         |  |
| 4                | 1 2 3 5   |     |                           |   |           |   |         |   |         |   |         |   |         |   |         |  |
| 5                | 1 2 3 5   |     |                           |   |           |   |         |   |         |   |         |   |         |   |         |  |
| 6                | 1 2 3 5   |     |                           |   |           |   |         |   |         |   |         |   |         |   |         |  |

#### All - Assessment Task 2: Exam

|                 |  |
|-----------------|--|
| <b>GOAL:</b>    | To ensure students meet the required competencies.   |
| <b>PRODUCT:</b> | Examination - not Centrally Scheduled  |
| <b>FORMAT:</b>  | For the examination you will be required to answer multiple choice and write short answers to questions based on the material 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 Responses that demonstrate competency and understanding of the assessment and evidence-based treatment of depression, anxiety disorders, and obsessive-compulsive disorder. This includes cognitive behavioural therapy.

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. 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    | Helen Kennerley, Joan Kirk, & David Westbrook | 2016 | An Introduction to Cognitive Behaviour Therapy        | Third   | Sage Publications Limited                     |
| Required    | n/a   | 2013 | Diagnostic and Statistical Manual of Mental Disorders | DSM-5   | American Psychiatric Publishing, Incorporated |
| Recommended | Alan Carr & Muireann McNulty                  | 2016 | The Handbook of Adult Clinical Psychology             | Second  | 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 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

All psychology courses (PSY course codes) have an online formal procedure for applying for an extension on assessment tasks. All extension applications for psychology courses should be made by completing the online form found on Canvas for this course.

## 10.4. SafeUniSC

UniSC 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 SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC 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](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto: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](mailto: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](mailto: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](mailto: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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC 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:

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

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)