COURSE OUTLINE

PSY705 Clinical Psychological Practice 2

School: School of Health - Psychology

2026 | Trimester 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 unisc.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 UniSC 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 with suitable considerations for evidence-based therapy. 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	12 times

1.3. Course Topics

Course topics encompass theoretical models of developmental psychology, engagement and assessment of children and young people, and various presentations of child and adolescent psychopathology, including anxiety disorders, depressive disorders, obsessive-compulsive disorders, conduct disorders, neurodevelopmental disorders, and trauma.

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 On successful completion of this course, you should be able to...		GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Australian Psychology Accreditation Council
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	3.1, 3.16, 4.2.1.1, 4.2.1.2, 4.2.2.3, 4.2.3.4
2	Demonstrate knowledge and skills in the use of relevant diagnostic, assessment, and treatment procedures.	Empowered Ethical	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.15, 3.16, 4.2.1.3, 4.2.2.1, 4.2.2.2, 4.2.2.3, 4.2.2.4, 4.2.3.1, 4.2.3.2, 4.2.3.4
3	Demonstrate knowledge and skills in accessing and applying appropriate evidence-based therapy.	Knowledgeable Empowered	3.2, 3.3, 3.6, 3.7, 3.9, 3.16, 4.2.2.3, 4.2.3.1, 4.2.3.2, 4.2.3.4
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	3.11, 3.12, 3.13, 3.14, 3.15
5	Ability to synthesise and communicate psychological findings	Knowledgeable Creative and critical thinker Ethical	3.3, 3.6, 3.8, 3.11, 4.2.2.3, 4.2.2.4, 4.2.3.1, 4.2.3.2, 4.2.3.3

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN PSYCHOLOGY ACCREDITATION COUNCIL	
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.
3.3	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 employ professional communication skills, in a culturally responsive manner, with a range of socially and culturally diverse clients.
3.4	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 perform appropriate standardised psychological testing, as part of broader assessment, to assess and interpret aspects of functioning.
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.
3.6	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 conduct professional interviews and assessments and synthesise information from multiple sources, including assessment of risk, to formulate a conceptualisation of the presenting issues to determine the most appropriate interventions.

CODE	COMPETENCY
3.7	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 monitor outcomes/modifications based on evolving case formulation, including health concerns, family/support networks, & organisational/cultural/community contexts, with care given to the appropriateness of interventions for the client.
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.
3.11	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 work effectively with a range of professional and support staff in the workplace and communicate and collaborate effectively, within the bounds of ethical and legal requirements.
3.12	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 operate within the boundaries of their professional competence, consult with peers or other relevant sources where appropriate, and refer on to relevant other practitioners where appropriate.
3.13	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 rigorously apply professional practice policies and procedures, including as they relate to referral management and record-keeping, across a range of workplace settings and with recognition of different organisational cultures and practices.
3.14	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 engage in self-reflective professional practice, taking account of the impact of their own values and beliefs, and taking appropriate actions as a result.
3.15	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 evaluate the effectiveness of their professional practice, identifying areas for improvement and implementing changes where needed.
3.16	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 critically evaluate contemporary scientific literature to inform practice.
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
4.2.2.3	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
4.2.3.4	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.
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

CODE	COMPETENCY
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
4.2.2.4	Graduates apply advanced psychological knowledge to culturally responsive assessment in the area of clinical psychology, including: evaluation of symptom reduction, therapeutic outcomes, the therapeutic alliance and client progress throughout therapy.
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
4.2.3.3	Graduates apply advanced psychological knowledge to culturally responsive interventions in the area of clinical psychology, including: consultation and collaboration with other professionals regarding clinical planning and referrals, particularly in the context of complex case presentations

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

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

5.5. Microcredential Information

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 6, a short quiz will be available on Canvas to assess the students' understanding of the course content to date and provide them with feedback regarding their progress and possible 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	Group	50 minute presentation	Refer to Format	In Class
All	2	Examination - not Centrally Scheduled	Individual	2 hours	Refer to Format	Online Test (Quiz)

All - Assessment Task 1: Psychological Intervention

GOAL:	This assessment aims to develop knowledge of a specific psychological intervention with a particular emphasis on relevance to clinical practice to inform assessment and treatment in applied settings. You will verbally present a rationale for and engage in a role-play of a psychological intervention in the context of working with children and young people.
PRODUCT:	Oral
AUTHORSHIP STATEMENT:	
FORMAT:	Prepare a 50 minute presentation on a therapeutic approach (20 minutes to outline the intervention and up to 30 minutes to demonstrate; topics provided in class in Week 1). Provide a theory-driven and evidence-based rationale and description for the use of the intervention. Presentation roles need to be evenly shared (e.g., person playing the therapist should not present all of the content). This assessment will be due between Weeks 11-12 of the teaching trimester. The final date for this task will be determined once public holidays and the course timetable have been published prior to the commencement of the trimester. Please refer to your Canvas site at the commencement of the teaching trimester to confirm the due date for this assessment task.

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

GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy

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 - not Centrally Scheduled
AUTHORSHIP STATEMENT:	
FORMAT:	The exam will consist of short-answer and case study questions to assess your knowledge of psychological disorders, including assessment, diagnosis, theory-driven formulation, evidence-based treatment and ethical issues in the context of working with children and young people. Exam questions will be drawn from lecture material, required readings, and the set texts. The exam will be scheduled between Week 12 and the Exam period.
CRITERIA:	**No.** **Learning Outcome assessed** 1 Accuracy of responses 1 2 3 4 5
GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy

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

You need regular access to the resource(s) below. Many texts are available as ebooks through the Library at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Alan Carr	0	The Handbook of Child and Adolescent Clinical Psychology	4th	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 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 5.1.1.3 and 5.1.1.4 of the Grades and Grade Point Average (GPA) - Academic Policy.

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.

Refer to the Assessment: Courses and Coursework Programs – Procedures.

10.4. 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

10.5. 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.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- UniSC Student Central
- UniSC Adelaide Student Central