

# PSY751 Clinical Psychological Practice 3

School: School of Health - Psychology

2024 | 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 [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 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 focuses on acquiring advanced knowledge of the aetiological and maintenance factors involved in psychological disorders across the lifespan, their clinical presentation, methods of assessment, and appropriate evidence-based therapeutic interventions, with a focus on complex, severe and enduring psychological disorders. This course, combined with the other Clinical Practice courses, introduces evidence-based therapy for disorders encountered in clinical psychological practice.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Tutorial/Workshop 1</b> – 3 hour workshop	3hrs	Week 1	13 times

### 1.3. Course Topics

- Psychotic disorders
- Personality disorders
- Complex trauma
- Dissociative disorders
- Differential diagnosis in severe and enduring mental health 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 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 knowledge of and practice in accessing the research findings regarding the psychopathology of a range of psychological disorders and psychological interventions across the lifespan.	Knowledgeable Creative and critical thinker	3.2, 4.2.1.1, 4.2.1.2, 4.2.3.4
2 Show knowledge of diagnostic and assessment procedures.	Knowledgeable Empowered	3.4, 3.5, 3.6, 4.2.1.3, 4.2.2.1, 4.2.2.2, 4.2.2.3
3 Show knowledge of and competence in application of appropriate evidence-based therapy.	Knowledgeable Empowered	3.6, 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.	Creative and critical thinker Ethical	3.11, 3.15

#### \* Competencies by Professional Body

CODE	COMPETENCY
<b>AUSTRALIAN PSYCHOLOGY ACCREDITATION COUNCIL</b>	
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.
3.4	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.
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.
3.15	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.
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

CODE	COMPETENCY
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
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

## 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

PSY706 and PSY705 and PSY702 and enrolled in Program 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

Students have access to a knowledge quiz at the end of week 3 to provide formative feedback on their knowledge of course content so far. Students also receive in-class feedback during class discussions and are able to seek individual feedback through face-to-face discussion with the course coordinator.

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	Individual	30 minutes	Refer to Format	In Class
All	2	Oral	Individual	20 minutes	Refer to Format	In Class

**All - Assessment Task 1:** Presentation on one therapeutic approach

<b>GOAL:</b>	This assessment is to help you develop knowledge of a specific psychological intervention with a particular emphasis on relevance to clinical practice in order to inform assessment and treatment in applied settings.																																		
<b>PRODUCT:</b>	Oral																																		
<b>FORMAT:</b>	<p>SUBMIT: Weeks 8 to 12</p> <p>Prepare a 30 minute presentation on a therapeutic approach (topics provided in class in Week 1). Relevant, current, and evidence-based research should be used as the foundation of your overview, which should summarise the theory behind the approach, information relevant to clinical practice (e.g., what diagnosis/clinical problem; who is the intervention recommended for; how is progress measured), and the course of the therapy (i.e., the protocol, session content, etc). The presentation should critically review the approach, outline relevant ethical issues, and comment on areas of debate.</p>																																		
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Ability to use evidence based research as the foundation of your presentation</td> <td>1 2</td> </tr> <tr> <td>2</td> <td>Ability to effectively and critically evaluate research related to the topic area</td> <td>1 2 4</td> </tr> <tr> <td>3</td> <td>Ability to detail the theory behind the approach</td> <td>1 3</td> </tr> <tr> <td>4</td> <td>Ability to discuss what and who the intervention is for</td> <td>2 3</td> </tr> <tr> <td>5</td> <td>Ability to provide detail in terms of the therapeutic approach's course of therapy and content (i.e., procedure and protocol)</td> <td>2 3</td> </tr> <tr> <td>6</td> <td>Ability to present the information in a succinct, professional and engaging manner</td> <td>1</td> </tr> <tr> <td>7</td> <td>Demonstration of your knowledge of the topic area</td> <td>1 2 3 4</td> </tr> <tr> <td>8</td> <td>Use of appropriate PowerPoint and multimedia resources to aid your presentation</td> <td>1</td> </tr> <tr> <td>9</td> <td>Ability to generate discussions within the class and ability to respond to questions</td> <td>1</td> </tr> <tr> <td>10</td> <td>Ability to adhere to 30 minute time allocation</td> <td>1</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Ability to use evidence based research as the foundation of your presentation	1 2	2	Ability to effectively and critically evaluate research related to the topic area	1 2 4	3	Ability to detail the theory behind the approach	1 3	4	Ability to discuss what and who the intervention is for	2 3	5	Ability to provide detail in terms of the therapeutic approach's course of therapy and content (i.e., procedure and protocol)	2 3	6	Ability to present the information in a succinct, professional and engaging manner	1	7	Demonstration of your knowledge of the topic area	1 2 3 4	8	Use of appropriate PowerPoint and multimedia resources to aid your presentation	1	9	Ability to generate discussions within the class and ability to respond to questions	1	10	Ability to adhere to 30 minute time allocation	1	
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**All - Assessment Task 2:** Demonstration of one advanced intervention technique

<b>GOAL:</b>	This assessment is to help you to apply your knowledge of clinical intervention techniques.	
<b>PRODUCT:</b>	Oral	
<b>FORMAT:</b>	<p>SUBMIT: Weeks 8-12</p> <p>Conduct a 20 minute demonstration of a key technique derived from Task 1. That is, the therapeutic approach you presented in Task 1 will be followed by an in-class demonstration of a key technique in a class role-play with a peer. Ensure the context of the role-play is also provided (i.e., who the client is, how far along in therapy they are, the rationale for the techniques delivered in the demonstration).</p>	

CRITERIA:	No.	Learning Outcome assessed
	1	The technique delivered and context of the role-play outlined <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">3</span>
	2	Ability to provide psycho-education and rationale for the techniques you have chosen in a manner suitable for the client/s to understand <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">3</span>
	3	Appropriate application of the technique <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">3</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">4</span>
	4	Use of strategies to assist the client in learning the technique – e.g., role-play, modelling, shaping, reflection, feedback <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">3</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">4</span>
	5	Rapport and engagement with the client/s <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">3</span> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">4</span>
	6	Use of effective counselling micro skills - e.g., paraphrasing, summarising, reflection. <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">3</span>

## 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

There are no required/recommended resources for this course.

### 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 UniSC.

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. 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)