



# PSYC21007 Clinical Practice 1

## Term 1 - 2024

Profile information current as at 29/07/2024 03:38 pm

All details in this unit profile for PSYC21007 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### General Information

#### Overview

Clinical Practice 1 is the first in a series of clinical practice units. This unit is designed to provide you with advanced practice skills required for the professional competencies in clinical psychology specified by the Australian Psychology Accreditation Council (APAC) and to prepare you for the Registrar Program to gain an Area of Practice Endorsement in clinical psychology with the Psychology Board of Australia. By the completion of Clinical Practice 1, it is expected that you will achieve competencies including the application of knowledge to practice; awareness of ethical decision making; competency in cognitive-learning assessments and evidence-based interventions with a narrow range of clients at low severity levels; respectful and timely communication; and capacity to critically self-reflect on your practice.

#### Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Co-requisites: PSYC20058 and PSYC21001

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

#### Offerings For Term 1 - 2024

- Rockhampton

#### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

#### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Online Test**

Weighting: Pass/Fail

#### 2. **Direct observation of procedural skills (DOPs)**

Weighting: Pass/Fail

#### 3. **Reflective Practice Assignment**

Weighting: Pass/Fail

#### 4. **Presentation**

Weighting: Pass/Fail

#### 5. **Case Study**

Weighting: Pass/Fail

#### 6. **Professional Practice Placement**

Weighting: Pass/Fail

### Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student Feedback

**Feedback**

One student commented that they would like a lecture on report writing

**Recommendation**

Refer students to the lecture on report writing in PSYC21001 - Assessment 1, which is a co-requisite for PSYC21007.

#### Feedback from Student Feedback - Email and in-class Feedback

**Feedback**

Some assessments required clarification and adjustments, in particular, assessment of supervision and placement activity hours, when SONIA (Work Integrated Learning system) stopped working.

**Recommendation**

Simplify the process for recording hours and record of supervision, and have one consistent process across the term.

#### Feedback from In-Class Feedback.

**Feedback**

There was insufficient time for discussion and learning in group supervision.

**Recommendation**

Move group supervision back to a teaching (rather than clinic) day, so that students have more time to discuss their clinical work in group supervision.

#### Feedback from In-Class Feedback

**Feedback**

The relevance of the research assignment did not fit with the practice-based focus of this unit.

**Recommendation**

Remove the research assignment from this unit.

#### Feedback from In-Class Feedback Email

**Feedback**

Several students reported having issues with light sensitivity (i.e., experiencing headaches and fatigue) due to the fluorescent lighting in the booked room.

**Recommendation**

Book teaching and group supervision spaces with natural light and/or replace the existing lighting with alternatives that do not adversely affect students with light sensitivity.

## Unit Learning Outcomes

### **On successful completion of this unit, you will be able to:**

1. Perform psychology assessments, interventions and associated activities to demonstrate competencies required for clinical practice.
2. Evaluate and apply relevant legislation and ethical principles related to psychological practice, including those endorsed by the Psychology Board of Australia.
3. Communicate effectively and professionally with clients, specialist and non-specialist audiences.
4. Reflect critically on knowledge, skills and ability to provide psychological services.
5. Critically evaluate the contemporary scientific literature to develop an appropriate plan for evidence-based practice.

This unit forms part of the Master of Clinical Psychology course which is accredited by the Australian Psychological Accreditation Council. This unit addresses the following competencies:

- 3.1 Demonstrate successful (prior or concurrent) achievement of pre-professional competencies.
- 3.10 Demonstrate respect for the skills and contributions of other professionals.
- 3.11 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 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 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 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 Evaluate the effectiveness of their professional practice, identifying areas for improvement and implementing changes where needed.
- 3.16 Critically evaluate contemporary scientific literature to inform practice.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Professional Practice Placement - 0%	•	•			•
2 - Direct observation of procedural skills (DOPs) - 0%	•			•	
3 - Online Test - 0%		•			
4 - Reflective Practice Assignment - 0%				•	
5 - Presentation - 0%			•		
6 - Case Study - 0%			•		•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Knowledge	◦	◦		◦	◦
2 - Communication	◦		◦		◦
3 - Cognitive, technical and creative skills	◦	◦	◦		
4 - Research					◦
5 - Self-management	◦	◦		◦	
6 - Ethical and Professional Responsibility	◦	◦			◦
7 - Leadership			◦		
8 - Aboriginal and Torres Strait Islander Cultures					

## Textbooks and Resources

### Textbooks

PSYC21007

#### **Prescribed**

##### **APS Code of Ethics**

Edition: 2013 ((2013))

Authors: Australian Psychological Society (APS)

Australian Psychological Society (APS)

Melbourne , Victoria , Australia

Binding: Other

PSYC21007

#### **Prescribed**

##### **Clinical Interviewing**

6th edition (June 29, 2015) (2015)

Authors: Sommers-Flanagan and Sommers-Flanagan

Wiley

New Jersey , New Jersey , USA

ISBN: 1119084237

Binding: Paperback

PSYC21007

#### **Prescribed**

##### **Diagnostic and Statistical Manual of Mental Disorders - 5th Edition - Text Revision (DSM-5-TR)**

Edition: 5-TR (2022) (2022)

Authors: APA

ISBN: 9788123923796 / 8123923791

Binding: Other

PSYC21007

#### **Supplementary**

##### **Getting the Most Out of Clinical Training and Supervision**

First Edition (2011)

Authors: Carol A. Falender & Edward Shafranske

American Psychological Association

USA

ISBN: 1433810492

Binding: Paperback

#### **Additional Textbook Information**

The DSM-5-TR may be hardcover, paperback, or online format.

The APS Code of Ethics is available in paperback or online on the APS website.

### IT Resources

#### **You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Zoom Conferencing (Webcam and Microphone)
- S Desk
- Archibus
- Cliniko Practice Management Software (Access provided when placement commences)
- CQUniversity Affiliate Staff Email (requested by Wellness Centre Director for use on placement)
- Wellness Centre Drive (access provided when placement commences)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Melissa Attwood** Unit Coordinator

[m.m.attwood@cqu.edu.au](mailto:m.m.attwood@cqu.edu.au)

**Julie Martin** Unit Coordinator

[j.a.martin@cqu.edu.au](mailto:j.a.martin@cqu.edu.au)

## Schedule

### Orientation - 26 Feb 2024

Module/Topic	Chapter	Events and Submissions/Topic
Joint Orientation with Master of Clinical Psychology and Master of Professional Psychology students (Online) Psychology Wellness Centre Orientation (Face-to-Face)	Psychology Wellness Centre Manual (2024)	Thursday 29th February 9.00 a.m. to 4.00 p.m. AEST (Online) Friday 1st March 9.00 a.m. to 4.00 p.m. AEST, Rockhampton North Campus, Building 31/G.09

### Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Intensive Schedule: All times are AEST Monday 4th March • 9.00 a.m. - 12.00 p.m. (Face-to-Face): Clinical Practice 1 Unit Requirements (Melissa) • 1.00 p.m. - 4.00 p.m. (Online): Professional Communication (Leonie & Helen) Tuesday 5th March • 9.00 a.m. - 12.00 p.m. (Face-to-Face): Micro-counselling skills: Introduction/Practice (Claire & Yingying) • 1.00 p.m. - 4.00 p.m. (Online): Ethics (Tom) Wednesday 6th March • 9.00 a.m. - 12.00 p.m. (Online): Risk Assessment and Management (Tom) • <b>Ethics Online Test:</b> Due 4.00 p.m. Wednesday 6th March Thursday 7th March • 9.00 a.m. - 12.00 p.m. (Online): Record Keeping (Helen & Leonie)	<ul style="list-style-type: none"><li>• Clinical Practice 1 Unit Profile</li><li>• Master of Clinical Psychology Placement Manual</li><li>• Psychology Wellness Centre Manual</li><li>• Wellness Centre Drive (Placement Agreement/Review Forms, Student Confidentiality Agreement, Weekly Log, Supervision Record Form)</li><li>• Sommers-Flanagan (6th Ed): relevant chapters</li><li>• APS Ethical Guidelines: Ethical guidelines for working with clients when there is a risk of serious harm to others; Ethical guidelines relating to clients at risk of suicide</li><li>• APS Code of Ethics and Ethical Guidelines on reporting abuse and neglect, and criminal activity</li><li>• Please refer to Moodle for any additional readings</li></ul>	Intensive Teaching Week 1: Monday to Wednesday, 9.00 a.m. - 4.00 p.m. and Thursday, 9.00 a.m. - 12.00 p.m. AEST Teaching staff: <ul style="list-style-type: none"><li>• Melissa Attwood</li><li>• Dr Leonie Lorien</li><li>• A/Prof Claire Thompson</li><li>• Dr Helen Mason</li><li>• Tom De Pauw</li><li>• Yingying Tang</li></ul> <b>IPE Group Booking</b> Due: Sign up for an IPE group meeting time on Moodle (for Weeks 7 and 9) <b>Ethics Assessment</b> Due: Ethics Online Test on Wednesday 6th March by 4.00 p.m. AEST  <b>ETHICS TEST (IN CLASS)</b> Due: Week 1 Wednesday (6 Mar 2024) 4:00 pm AEST

### Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Intensive Schedule: All times are AEST

Monday 11th March

- 9.00 a.m. - 12.00 p.m. (Face-to-Face): Micro-counselling Skills (Claire & Melissa)
- 1.00 p.m. - 4.00 p.m. (Face-to-Face): Micro-counselling Skills (Claire & Melissa)

Tuesday 12th March

- 9.00 a.m. - 12.00 p.m. (Face-to-Face): Placement Requirements (Leonie & Melissa)
- 1.00 p.m. - 4.00 p.m. (Face-to-Face): Assessment Familiarisation (Yingying)

Wednesday 13th March

- 9.00 a.m. - 12.00 p.m. (Face-to-Face): Micro-counselling- Video Presentations (Claire)
- 1.00 p.m. - 4.00 p.m. (Face-to-Face): Micro-counselling- Video Presentations (Claire)

Thursday 14th March

- 9.00 a.m. - 12.00 p.m. (Online): Professional Competencies & Practice. Code of Conduct (Helen & Melissa)

- Sommers-Flanagan (6th Ed): relevant chapters
- Psychology Wellness Centre Manual
- Moodle for any additional readings

Intensive Teaching Week 2: Monday to Wednesday, 9.00 a.m. - 4.00 p.m. and Thursday, 9.00 a.m. - 12.00 p.m. AEST

- Melissa Attwood
- Dr Leonie Lorien
- A/Prof Claire Thompson
- Dr Helen Mason
- Tom De Pauw
- Yingying Tang

**Micro-counselling skills**

**assessment** Due: Upload presentation to Moodle by 9.00 a.m. AEST Wednesday 13th March. In-class presentations on Wednesday 13th March

**MICRO-COUNSELLING SKILLS**

**ASSESSMENT (IN CLASS)** Due: Week 2 Wednesday (13 Mar 2024) 9:00 am AEST

**Week 3 - 18 Mar 2024**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

There are no classes this week for Clinical Practice 1. Students enrolled in Assessment 1 and Interventions 1 will be attending a residential school on the Rockhampton North campus. It is strongly recommended if you are not enrolled in Assessment 1 or Interventions 1 that you attend the sessions on the WISC-V administration and scoring, as all students in Clinical Practice 1 are required to demonstrate competency in WISC-V administration and scoring this week

- WISC-V test manuals

**WISC-V Administration and Scoring Competency**

Due: Friday 22nd March at 5.00 p.m. AEST. Submit the Professional Verification of Competency (PVOC) Form with the WISC-V Administration and Scoring competencies signed by a supervisor to Moodle

**Week 4 - 25 Mar 2024**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**



Intensive Schedule: All times are AEST  
 Monday 25th March  
 • 9.00 a.m. - 12.00 p.m. (Face-to-Face): Admin Processes (Leonie/Trina)  
 • 1.00 p.m. - 4.00 p.m. (Face-to-Face): Admin Processes (Leonie/Trina)  
 Tuesday 26th March  
 • 9.00 a.m. - 12.00 p.m. (Face-to-Face): WIAT-4: Practice & Admin Scoring (Yingying/Leonie)  
 • 1.00 p.m. - 4.00 p.m. (Face-to-Face): WIAT-4: Admin Scoring (Yingying/Leonie)  
 Wednesday 27th March  
 • 9.00 a.m. - 12.00 p.m. (Face-to-Face): Team Building (Leonie/Yingying)  
 • 1.00 p.m. - 4.00 p.m. (Face-to-Face): Telehealth (Claire)  
 Thursday 28th March  
 • 9.00 a.m. - 12.00 p.m. (Face-to-Face): Prep for first clients (Melissa)

- Psychology Wellness Centre Manual
  - WIAT-4 test manuals
- Supplementary Reading:  
 Refer to APS Ethical Guidelines:  
 1. Ethical guidelines for Aboriginal and Torres Strait Islander Peoples  
 2. Ethical guidelines for psychological practice with lesbian, gay, and bisexual clients  
 3. Ethical guidelines for working with sex and/or gender-diverse clients  
 4. Ethical guidelines for psychological practice with clients with an intellectual disability  
 5. Ethical guidelines for psychological services involving multiple clients  
 6. Ethical guidelines for psychological practice in forensic contexts
- Psychology Board of Australia policy for the management of notifications about single court-appointed expert psychologists in family law court proceedings
  - Please refer to Moodle for any additional readings this week

Intensive Teaching Week 4: Monday to Wednesday, 9.00 a.m. - 4.00 p.m. and Thursday, 9.00 a.m. - 12.00 p.m. AEST.

- Melissa Attwood
- Dr Leonie Lorien
- A/Prof Claire Thompson
- Yingying Tang
- Trina Attard (Administration Officer)

**Placement Agreement Due:** Upload your Placement Agreement Form signed by yourself, your primary supervisor and the placement coordinator to Moodle by Wednesday 27 March 5.00 p.m. AEST

#### Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Psychology Wellness Centre Placement (incl. pre-clinic meeting Tuesday- Wednesday at 8.40 a.m. AEST) Clinical Practice 1 Class Thursday 9.00 a.m. - 12.00 p.m. AEST (Face-to-Face)	<ul style="list-style-type: none"> <li>• If you haven't already read them, this would be a good time to read Sommers-Flanagan (6th Ed) Chapters 1, 2, 7, and 12 and any other chapters that you haven't read</li> <li>• Please refer to Moodle for any additional readings this week</li> </ul>	Psychology Wellness Centre Placement - Tuesday to Wednesday, 8.30 a.m. - 5.00 p.m. AEST. (Closed Monday 1st April due to Easter Monday Public Holiday) Class time for Clinical Practice 1 will be Thursdays 9.00 a.m. - 12.00 p.m. AEST (Face-to-Face). There will be a topic followed by case presentations and group supervision

#### Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
There are no scheduled activities for this week	None	It is not compulsory to be on campus this week Students may continue to work in the Psychology Wellness Centre on client-related activities The Psychology Wellness Centre WILL NOT be open to clients this week

#### Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Psychology Wellness Centre  
 Placement (incl. pre-clinic meeting  
 Monday - Wednesday at 8.40 a.m.  
 AEST)  
 Clinical Practice 1 Class Thursday 9.00  
 a.m. - 12.00 p.m. AEST (Face-to-Face)

• Please refer to Moodle for any additional readings this week

Psychology Wellness Centre  
 Placement - Monday to Wednesday,  
 8.30 a.m. - 5.00 p.m. AEST  
 Class time for Clinical Practice 1 will  
 be Thursdays 9.00 a.m. - 12.00 p.m.  
 AEST (Face-to-Face). There will be a  
 topic followed by case presentations  
 and group supervision

**Reflective Journal** Due: Submit your  
 first weekly reflective journal to  
 Moodle by Monday 15th April 9.00  
 a.m. AEST

**Case Presentations** Due: Case  
 presentations commence this week in  
 class

**REFLECTIVE PRACTICE JOURNAL**

Due: Week 6 Monday (15 Apr 2024)  
 9:00 am AEST

**Week 7 - 22 Apr 2024**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Psychology Wellness Centre  
 Placement (incl. pre-clinic meeting  
 Monday - Wednesday at 8.40 a.m.  
 AEST)  
 IPE Small Interdisciplinary Group  
 Meeting

• Please refer to Moodle for any additional readings this week

Psychology Wellness Centre  
 Placement - Monday to Wednesday,  
 8.30 a.m. - 5.00 p.m. AEST  
 There is no class this Week for Clinical  
 Practice 1 due to the ANZAC day  
 Public Holiday

**Reflective Journal** Due: Submit your  
 second weekly reflective journal to  
 Moodle by Monday 22nd April 9.00  
 a.m. AEST

**Meet with your small  
 Interdisciplinary Group** Due: Meet  
 at the agreed upon time with your  
 small IPE group to discuss the  
 Assessment Plan for your mutual client

**Week 8 - 29 Apr 2024**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Psychology Wellness Centre  
 Placement (incl. pre-clinic meeting  
 Monday - Wednesday at 8.40 a.m.  
 AEST)  
 Clinical Practice 1 Class Thursday 9.00  
 a.m. - 12.00 p.m. AEST (Face-to-Face)  
 Mid-Placement Reviews (Week 8)

• Please refer to Moodle for any additional readings this week

Psychology Wellness Centre  
 Placement - Monday to Wednesday,  
 8.30 a.m. - 5.00 p.m. AEST  
 Class time for Clinical Practice 1 will be  
 Thursdays 9.00 a.m. - 12.00 p.m. AEST  
 (Face-to-Face). There will be a topic  
 followed by case presentations and  
 group supervision

**Reflective Journal** Due: Submit your  
 third weekly reflective journal to  
 Moodle by Monday 29th April 9.00  
 a.m. AEST

**Mid-Placement Reviews** Due:  
 (Times booked in Cliniko and will be  
 held in Weeks 8). Once completed,  
 upload the Mid-Placement Review  
 Form to Moodle with three signatures  
 (yours, primary supervisor and  
 placement coordinator)

**IPE Assessment Plan and  
 Reflection** Due: Submit these to  
 Moodle by Monday 29th April 5.00  
 p.m. AEST

**Week 9 - 06 May 2024**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Psychology Wellness Centre  
 Placement (incl. pre-clinic meeting  
 Tuesday- Wednesday at 8.40 a.m.  
 AEST)  
 Clinical Practice 1 Class Thursday 9.00  
 a.m. - 12.00 p.m. AEST (Face-to-Face)  
 IPE Small Interdisciplinary Group  
 Meeting

- Please refer to Moodle for any additional readings this week

Psychology Wellness Centre  
 Placement - Tuesday to Wednesday,  
 8.30 a.m. - 5.00 p.m. AEST (Closed  
 Monday 6th May due to Labour day  
 Public Holiday)

Class time for Clinical Practice 1 will be  
 Thursdays 9.00 a.m. - 12.00 p.m. AEST  
 (Face-to-Face). There will be a topic  
 followed by case presentations and  
 group supervision

**Reflective Journal** Due: Submit your  
 fourth weekly reflective journal to  
 Moodle by Monday 6th May 9.00 a.m.  
 AEST

**Mid-Placement Reviews** Due:  
 Upload the Mid-Placement Review  
 form to Moodle with three signatures  
 (yours, primary supervisor and  
 placement coordinator) by Friday 10th  
 May 5.00 p.m. AEST

**Meet with your small  
 Interdisciplinary Group** Due: Meet  
 at the agreed upon time with your  
 small IPE group to discuss the  
 Intervention Plan for your mutual  
 client

#### Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Psychology Wellness Centre Placement (incl. pre-clinic meeting Monday - Wednesday at 8.40 a.m. AEST) Clinical Practice 1 Class Thursday 9.00 a.m. - 12.00 p.m. AEST (Face-to-Face)	<ul style="list-style-type: none"> <li>• Please refer to Moodle for any additional readings this week</li> </ul>	Psychology Wellness Centre Placement - Monday to Wednesday, 8.30 a.m. - 5.00 p.m. AEST Class time for Clinical Practice 1 will be Thursdays 9.00 a.m. - 12.00 p.m. AEST (Face-to-Face). There will be a topic followed by case presentations and group supervision <b>Reflective Journal</b> Due: Submit your fifth weekly reflective journal to Moodle by Monday 13th May 9.00 a.m. AEST <b>IPE Intervention Plan and            Reflection</b> Due: Submit these to Moodle by Monday 13th May 5.00 p.m. AEST

#### Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Psychology Wellness Centre Placement (incl. pre-clinic meeting Monday - Wednesday at 8.40 a.m. AEST) Clinical Practice 1 Class Thursday 9.00 a.m. - 12.00 p.m. AEST (Face-to-Face)	<ul style="list-style-type: none"> <li>• Please refer to Moodle for any additional readings this week</li> </ul>	Psychology Wellness Centre Placement - Monday to Wednesday, 8.30 a.m. - 5.00 p.m. AEST Class time for Clinical Practice 1 will be Thursdays 9.00 a.m. - 12.00 p.m. AEST (Face-to-Face). There will be a topic followed by case presentations and group supervision <b>Reflective Journal</b> Due: Submit your sixth weekly reflective journal to Moodle by Monday 20th May 9.00 a.m. AEST

#### Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Psychology Wellness Centre  
Placement (incl. pre-clinic meeting  
Monday - Wednesday at 8.40 a.m.  
AEST)  
Clinical Practice 1 Class Thursday 9.00  
a.m. - 12.00 p.m. AEST (Face-to-Face)  
End-Placement Reviews (Weeks 12)

- Please refer to Moodle for any additional readings this week

Psychology Wellness Centre Placement  
- Monday to Wednesday, 8.30 a.m. -  
5.00 p.m. AEST

Class time for Clinical Practice 1 will be  
Thursdays 9.00 a.m. - 12.00 p.m. AEST  
(Face-to-Face). There will be a topic  
followed by case presentations and  
group supervision

**Reflective Journal Due:** Submit your  
seventh weekly reflective journal to  
Moodle by Monday 27th May 9.00 a.m.  
AEST

**End-Placement Reviews Due:**  
(Times booked in Cliniko and will be  
held in Week 12). Once completed,  
upload the End-Placement review form  
to Moodle with three signatures  
(yours, primary supervisor and  
placement coordinator). End-  
Placement Review form due  
Wednesday 5th June 5.00 p.m. AEST

**Case Presentation Due:** Submit your  
case presentation if not already  
uploaded to Moodle by Friday 31st  
May 5.00 p.m. AEST

**CASE PRESENTATION Due:** Week 12  
Friday (31 May 2024) 5:00 pm AEST

### Review/ Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Students may continue work in the Psychology Wellness Centre if required

It is not compulsory to be on campus this week  
Students may continue to work in the Psychology Wellness Centre on client-related activities

Students may NOT book clients this week (except with the approval of a supervisor who will be on-site and available to provide supervision for the appointment)

**Reflective Journal Due:** Submit your final weekly reflective journal to Moodle by Monday 3rd June 9.00 a.m. AEST

**End-Placement Reviews Due:** Upload the End-Placement Review Form to Moodle with three signatures (yours, primary supervisor and placement coordinator) by Wednesday 5th June 5.00 p.m. AEST

**Case Report Due:** Submit your de-identified and signed case report from Clinical Practice 1 to Moodle by Wednesday 5th June 5.00 p.m. AEST

**Weekly Practice Logs and Supervision Forms Due:** Submit your signed weekly logs and supervision forms to Moodle by Wednesday 5th June 5.00 p.m. AEST

**PVOC Form Due:** Submit your signed completed PVOC form to Moodle by Wednesday 5th June 5.00 p.m. AEST

**CASE REPORT Due:** Review/Exam Week Wednesday (5 June 2024) 5:00 pm AEST

**PROFESSIONAL PRACTICE Due:** Review/Exam Week Wednesday (5 June 2024) 5:00 pm AEST

## Assessment Tasks

### 1 ETHICS TEST (IN CLASS)

#### Assessment Type

Online Test

#### Task Description

This ethics test will be held during class time and is due on Wednesday 6th March 2024 at 4.00 p.m. AEST. There will be 2 hours to complete the quiz.

Students will read a case study and identify any personal needs, sources of information and responsibility, the ethical dilemma, action and alternatives, negatives and positives of each action, choice of action, and why this was chosen above other alternatives. Students who do not pass this test will be offered an opportunity to resit, however, will not be permitted to commence client-related work until the test has been passed.

#### Assessment Due Date

Week 1 Wednesday (6 Mar 2024) 4:00 pm AEST

The Ethics Test will be completed online during class time and is due by 4.00 p.m. AEST. Submit to Moodle.

#### Return Date to Students

Week 3 Wednesday (20 Mar 2024)

Feedback will be provided to students in Week 3 before client work commences in Week 5 and grades will be available on Moodle within 2 weeks.

#### Weighting

Pass/Fail

**Minimum mark or grade**

Pass/Fail. Minimum mark or grade: Pass (50% pass). Students who do not pass will be offered an opportunity to resubmit but will not be permitted to commence client-related work until the assessment has been passed.

**Assessment Criteria**

Your critique will be assessed according to the following criteria, and each criteria needs to be passed to pass this assessment

- Identification of any personal needs, sources of information, and responsibility
- Clear description and identification of ethical dilemma
- Clear discussion of factors involved in the ethical dilemma
- Identification and evaluation of action and alternatives
- The negatives and positives of each action described
- Description of your choice of action
- Explanation of why you chose this action above the others

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

The test will be submitted to Moodle upon completion in class.

**Learning Outcomes Assessed**

- Evaluate and apply relevant legislation and ethical principles related to psychological practice, including those endorsed by the Psychology Board of Australia.

## 2 MICRO-COUNSELLING SKILLS ASSESSMENT (IN CLASS)

**Assessment Type**

Direct observation of procedural skills (DOPs)

**Task Description**

This task is a 20 minute presentation of a 10-minute recording of you conducting a counselling session with a classmate role-playing your client. In the recording, you should demonstrate the appropriate use of a range of micro counselling skills. You also need to present a critique of your video (preferably using PowerPoint).

Both files (the counselling video and the critique) need to be uploaded to Moodle before your presentation in class on Wednesday 13th March. You will have 20 minutes for your presentation which includes your 10-minute video and 10 minutes for your evaluation. This will be followed by some Question and Answer time.

The video will be uploaded to Moodle using Echo 360. You also need to have a copy on a memory stick for playing in class. These should be loaded onto the teaching room computer before class begins.

**Assessment Due Date**

Week 2 Wednesday (13 Mar 2024) 9:00 am AEST

The video and critique will be uploaded to Moodle prior to delivering the presentation in class time on Wednesday.

**Return Date to Students**

Week 4 Wednesday (27 Mar 2024)

Students will be advised after class of the outcome. Grades will be available on Moodle within 2 weeks.

**Weighting**

Pass/Fail

**Minimum mark or grade**

Pass/Fail. Minimum mark or grade: Pass (50% pass). Students who do not pass will be offered an opportunity to resubmit but will not be permitted to commence client-related work until the assessment has been passed.

**Assessment Criteria**

To pass this assessment, the student must demonstrate the following:

The role play demonstrates:

- Appropriate micro-counselling skills to work with a therapy client.

The presentation demonstrates:

- Accurate identification of the student's strengths in the role play
- Insight into what did not go well in the role play

- What the student could do to improve the role play or develop their micro-counselling skills
- Quality presentation skills, including timekeeping and audience engagement in the presentation

The student is not expected to conduct a perfect session but is expected to demonstrate competence using micro counselling skills, and the ability to accurately critique their own performance.

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Offline Online

### Submission Instructions

The video will be uploaded to Moodle using Echo 360. The critique will also be uploaded to Moodle prior to the presentation in class time on Wednesday.

### Learning Outcomes Assessed

- Perform psychology assessments, interventions and associated activities to demonstrate competencies required for clinical practice.
- Reflect critically on knowledge, skills and ability to provide psychological services.

## 3 REFLECTIVE PRACTICE JOURNAL

### Assessment Type

Reflective Practice Assignment

### Task Description

Reflective journals are to be uploaded weekly. Reflections need to be no more than one page on average and should reflect personal and clinical learning from the lecture and/or from discussions of your clinical placements. Reflective journals should demonstrate the nexus of learning between placement activities, supervision, lectures, and professional reading. The journal should be utilised to reflect on experiences and conversations that have stimulated your thinking and self-reflection about your practice and development as a psychologist.

Each journal is to be submitted to Moodle by Monday by 9.00 a.m. (commencing in Week 6) to reflect on the week prior, with the last submission in Week 13 (to reflect on learnings in Week 12).

### Assessment Due Date

Week 6 Monday (15 Apr 2024) 9:00 am AEST

Weekly, from week 6 to week 13, on Mondays by 9.00 a.m., on Moodle.

### Return Date to Students

Week 7 Thursday (25 Apr 2024)

Feedback and grades will be available on Moodle. Where possible, this will happen weekly. Students should look in Moodle each week for feedback.

### Weighting

Pass/Fail

### Minimum mark or grade

Pass/Fail. Minimum mark or grade: Pass. You must pass each of the 8 reflective journal submissions (50% pass) to pass the reflective practice journal assessment. Students who do not pass will be offered an opportunity to resubmit.

### Assessment Criteria

Each journal submission must demonstrate self-reflection on your practice as a psychologist, including your reflections on what you are learning about your own practice through the placement experience, your emerging strengths, and areas for development. Journal submissions should include some self-reflection on both the tasks and process of working with clients and other stakeholders. If any journal submission is lacking in self-reflection on your practice, you may be required to resubmit to demonstrate self-reflection before the journal submission is passed.

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

Upload reflections weekly, from week 6 to week 13, by Mondays by 9.00 a.m., on Moodle.

### Learning Outcomes Assessed

- Reflect critically on knowledge, skills and ability to provide psychological services.

## 4 CASE PRESENTATION

### Assessment Type

Presentation

### Task Description

This is a case presentation done in class during Group Supervision time. You will have a total of 20 minutes for your presentation, which should be around 10 minutes of you presenting your case study, followed by 10 minutes of questions and discussion time. The case can be any client you have seen in the Psychology Wellness Centre. The presentation should include relevant referral information, details of presenting concerns, your domains of functioning assessment, completing a formulation with the group and discussing differential diagnosis (where relevant), presenting your initial formulation (written prior to the group formulation activity), and your plan for assessment or intervention.

### Assessment Due Date

Week 12 Friday (31 May 2024) 5:00 pm AEST

Presentations will be in weeks 6 to 12. You should upload your presentation to Moodle before class.

### Return Date to Students

Review/Exam Week Friday (7 June 2024)

Grades will be available on Moodle.

### Weighting

Pass/Fail

### Minimum mark or grade

Pass/Fail. Minimum mark or grade: Pass (50% pass). Students who do not pass will be offered an opportunity to resit, but will not be permitted to pass Clinical Practice 1 until this assignment is passed.

### Assessment Criteria

The Case Presentation is (Pass/Fail). Your case presentation will be assessed according to the following criteria, and each criteria needs to be passed to pass this assessment

- Relevant referral information (including client initials or pseudonym, gender, age, referral source, and the reason for referral)
- Completed Domains of Functioning Assessment (with sufficient information to complete a case formulation)
- Case formulation (completed with the group) / differential diagnosis (where relevant)
- Summary of assessment or intervention to date
- Questions and discussion

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

Presentation completed in class and uploaded to Moodle before your presentation.

### Learning Outcomes Assessed

- Communicate effectively and professionally with clients, specialist and non-specialist audiences.

## 5 CASE REPORT

### Assessment Type

Case Study

### Task Description

This case report is the first of a series of four case studies you will write over the entire Master of Clinical Psychology course. This first case report covers a core skill of a clinical psychologist: to write professional assessment reports. You will write a report on one of the clients you have seen at the Psychology Wellness Centre. The report should be de-identified by removing names, date of birth (but retain year/age) and any other identifying information such as place of work.

The case report should be **no more than 2000 words**.

The report must be accompanied by the cover page template and follow the described format. The report will include a Comprehensive Needs Assessment, Opinions, Intervention Plan/Recommendations, Evaluation and Reflection sections, and be presented using appropriate Formatting and Referencing as described in the Assessment Criteria. The placement supervisor needs to sign off on the report (i.e. they acknowledge that the report has been de-identified, the case sufficiently meets the privacy requirements of the Psychology Wellness Centre and that the case study does not include



any inappropriate materials) to show that they have approved the use of the de-identified information provided in the case study.

**Assessment Due Date**

Review/Exam Week Wednesday (5 June 2024) 5:00 pm AEST  
Submit the de-identified Case Report to Moodle.

**Return Date to Students**

Exam Week Wednesday (12 June 2024)  
Grades will be available on Moodle

**Weighting**

Pass/Fail

**Minimum mark or grade**

Pass/Fail. Minimum mark or grade: Pass (50% pass). Students who do not pass will be offered an opportunity to resubmit, but will not be permitted to pass Clinical Practice 1 until this assignment is passed.

**Assessment Criteria**

The report is a deidentified copy of a report that you have written for a client in the Psychology Wellness Centre. As such, it will have been reviewed and signed by your Clinical Supervisor. Therefore, the report must be of a sufficiently high standard that your supervisor has signed it for it to be given to a client.

Whilst this assessment is Pass/Fail, to pass this assessment, the student must demonstrate that the report is of a high professional standard using the below format, passing each criteria.

**1. Comprehensive Needs Assessment**

- A clear reason for referral is provided
- Domains of Focus are described, based on Domains of Functioning
- Relevant assessments are selected (including a brief rationale) and clearly described
- Assessments results reported appropriately under the relevant Domain of Focus
- Risk Assessment and management of risk factors are clearly documented
- Relevant behavioural observations including current mental state are described
- The summary of strengths and limitations reflects the findings of the Comprehensive Needs Assessment

**2. Opinions**

A brief formulation based on 5P's

- Formal diagnosis is clearly described using standard diagnostic/classification systems
- Diagnosis is logically discussed, well-justified, and integrated with the formulation
- Discussion about whether symptoms meet all diagnostic criteria using examples from the client's presentation
- Differential diagnoses are clearly described and include reasons for inclusion or exclusion

**3. Intervention Plan / Recommendations**

- A brief outline of the intervention plan with treatment goals or recommendations clearly aligned with opinions described in the previous section. This includes adjustments made for culturally appropriate practices
- Provides specific intervention strategies that will be used for achieving these goals/recommendations and plans for managing risk factors if these are indicated
- The intervention plan is realistic given the experience of the psychologist, the complexity of the issues, and the number of sessions available for treatment

**4. Evaluation and Reflection**

- A clear description of how you would evaluate the effectiveness of the intervention, using person-centred and evidence-based measures of change
- A brief reflection on intervention including lessons learned and how practice might be modified in light of the experience

**5. Formatting and Referencing**

- Report and reference list in correct APA format, including references to tests used
- Appropriate and clear language has been used throughout without jargon or colloquialisms, and grammar and spelling are correct
- The report is within 10% of the word limit (2000 words)
- The report has been signed off by a supervisor from the placement
- A supervisor has signed the cover sheet to indicate that the report has been sufficiently deidentified to submit

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

Submit the de-identified Case Report to Moodle.

### Learning Outcomes Assessed

- Communicate effectively and professionally with clients, specialist and non-specialist audiences.
- Critically evaluate the contemporary scientific literature to develop an appropriate plan for evidence-based practice.

## 6 PROFESSIONAL PRACTICE

### Assessment Type

Professional Practice Placement

### Task Description

This assessment item consists of all placement-related documents. All documents must be fully signed by the supervisor that provided supervision as indicated on the respective forms.

- Placement Agreement
- Mid and End-placement Review. The End of Placement Review form must indicate that you have achieved 'Level 1 Competencies' to pass the placement
- Weekly Practice Logs
- Weekly Supervision Forms
- Cognitive Assessment (Professional Verification of Competencies; PVOC Form)
- PVOC Form (All competencies signed)
- IPE Assessment and Intervention plans using the templates provided in Moodle. IPE Assessment and Intervention Plans and Reflections need to be uploaded to Moodle by the due dates following your small IPE group meetings

### TASK DESCRIPTION

#### 1. Placement

The purpose of this assessment task is to provide you with an opportunity to develop skills in performing psychological assessments, interventions, and associated activities, under the supervision of Clinical Psychologists/Psychology Board-Approved Supervisors. By the end of this unit, you will demonstrate Level 1 competence in nine core competencies that represent critical capabilities and attributes for effective psychological practice.

Competencies 1 - 8 are specified by AHPRA and Competency 9 is a requirement of the Master of Clinical Psychology Course. Level 1 competence represents the competency expected to be reached before a supervisee can progress to their next internal placement for Clinical Practice 2. Both your Clinical Psychologist/Board-Approved Supervisor (Primary Supervisor) and the Placement Coordinator must sign off on your competencies at Level 1 to pass. Your Placement Agreement, Mid-Placement Review, and End-of-Placement Review must be signed by yourself, your Primary Supervisor, and the Placement Coordinator and uploaded to Moodle.

If you have not met all required competencies (including all nine core competencies and the APAC assessment requirements) by your End-of-Placement Review you may be provided with a further opportunity to meet these competencies with a Support Plan. However, this is up to the discretion of the Unit Coordinator in consultation with the Head of Course. It can be useful to discuss competencies with your Primary Supervisor before your Mid-Placement and End-of-Placement Reviews, to identify any areas where you are not demonstrating the expected level of competency and develop a Support Plan to address areas where you are 'not on track' before your End-of-Placement Review. To pass the unit and progress to Clinical Practice 2, all Level 1 competencies must be met.

#### 2. Weekly Practice Logs and Supervision Forms

You must submit your signed practice hours (Weekly Logs) signed weekly by your Primary Supervisor at the end of Clinical Practice 1 in chronological order. The Weekly Log must include the following; detailed total number of direct client activity hours, individual supervision hours, group supervision hours, and associated placement/practice activities. You are also required to complete supervision forms from individual and group supervision. All supervision entries in your Weekly Logs must have a corresponding supervision form signed by yourself and the supervisor who provided the supervision. Supervision forms must also be signed by your Primary Supervisor/supervisor that provided supervision and uploaded to Moodle in chronological order at the end of Clinical Practice 1.

#### 3. Cognitive Assessment (PVOC Form)

In addition to the 9 core competencies, you will develop skills in psychometric assessment to meet APAC requirements, specifically: Cognitive Assessment (WISC-V and/or WAIS-IV) - administration, scoring, and interpretation. One of our Clinical Psychologists/Board-Approved Supervisors MUST sign off on the Cognitive Assessment competency (on the Professional Verification of Competency; PVOC Form) to pass this assessment. This is also required to be signed off and uploaded to Moodle before you administer your first cognitive assessment in the Psychology Wellness Centre. The PVOC Form is on Moodle and also in the Master of Clinical Psychology Placement Manual.

The PVOC Form must be uploaded to Moodle again at the end of Clinical Practice 1, with the remaining competencies (case notes, discharge summary, risk assessment, feedback and WISC-V Interpretation/Report) completed and signed off by a board approved supervisor.

#### 4. Interprofessional Education (IPE)

Interprofessional Education (IPE) involves the collaboration between different health professions to learn about, from, and with other disciplines, to enhance treatment and improve health outcomes for patient/client care. The IPE process will involve collaboration across the disciplines of Psychology, Occupational Therapy, Speech Pathology and Physiotherapy to provide assessment and intervention recommendations for a mutual patient/client.

As a psychologist, you will work in an interdisciplinary team to develop:

- An assessment plan for your client and
- An intervention plan for your client

After each multi-disciplinary team meeting, you will also write a 250-word reflection using the provided checklist for team meeting observations as a guide. You will submit one (1) reflection for the assessment plan meeting and one (1) reflection for the intervention plan meeting; two (2) reflections in total. You will also submit either the assessment plan/intervention plan with each corresponding reflection.

#### **Assessment Due Date**

Review/Exam Week Wednesday (5 June 2024) 5:00 pm AEST

Submit all forms on Moodle to the appropriate dropbox on the relevant due dates.

#### **Return Date to Students**

Exam Week Wednesday (12 June 2024)

Grades will be available on Moodle

#### **Weighting**

Pass/Fail

#### **Minimum mark or grade**

Pass/Fail. Minimum mark or grade: Pass (50% pass). Students who do not pass will be offered an opportunity to resubmit. All documents must be passed to complete Clinical Practice 1.

#### **Assessment Criteria**

The criteria are set out on the Placement Review forms and cover the core competency areas which define the critical capabilities and attributes deemed necessary to ensure that graduates are equipped to practice psychology safely and effectively subsequent to graduation. It is expected that across the entire Master of Clinical Psychology course students will demonstrate incremental development across these competency areas. It is therefore expected that there will be evidence of the development of competencies by the end of the Clinical Practice 1 placement, and that students will be rated at a 'Level 1' and achieved the level 1 competencies on the End of Placement Review form.

To pass this assessment task, all documents must be submitted.

##### 1. Competencies for End of Placement Review (Pass/Fail)

1. Knowledge of the Discipline: The student demonstrates the use of several knowledge sources with a greater depth of understanding to apply knowledge more independently (e.g., treatment manuals, and peer-reviewed journal articles).
2. Ethical, Legal, and Professional Matters: The student demonstrates "awareness and appropriate action" in response to minor ethical issues and low levels of risk. The student asks appropriate follow-up questions with minimal supervision. The student keeps timely and adequate client records.
3. Psychological Assessment and Measurement: The student demonstrates accurate scoring and interpretation of a cognitive/ learning assessment and preparation of a brief and relevant structured report that is consistent with the assessment results and includes background information and recommendations that cover a broad range of domains of functioning.
4. Intervention Strategies: The student demonstrates awareness of balancing therapeutic processes and tasks and can self-correct with supervisor guidance (e.g., need to switch between purposeful tasks and rapport building). The student seeks client feedback.
5. Research and Evaluation: The student demonstrates active seeking of feedback from clients and others to determine their interventions' efficacy. The student corrects biases in their assumptions and clinical reasoning with minimal supervision.
6. Communication and Interpersonal Skills. The student demonstrates the ability to communicate clearly and respectfully with various audiences (including children, adults, parents, and other professionals). The student demonstrates the ability to adapt their written and verbal communication based on supervisor feedback.
7. Working with People from Diverse Groups: The student demonstrates awareness and appropriate action to modify their practice to fit the needs of diverse client groups through self-directed learning with some inconsistency or prompting from a supervisor.
8. Practice Across the Lifespan: The student demonstrates competency in working with children and adults to complete interventions or assessments.

9. Response to Supervision: The student regularly attends supervision and comes to supervision prepared and actively collaborates with their supervisor to effectively use supervision time. The student demonstrates to the supervisor how they have implemented actions discussed in supervision and is able to reflect on practice. The student is also able to respond to constructive feedback in a non-defensive manner.

#### 2. Weekly Practice Logs and Supervision Forms (Pass/Fail)

Weekly Practice Logs must be signed weekly by your Primary Supervisor and uploaded to Moodle in chronological order at the end of Clinical Practice 1. Weekly Practice Logs should detail your total number of direct client activity hours, individual supervision hours, group supervision hours, and associated placement activities. Entries related to direct client activity hours must include the client's initials, age, gender, and description of the service provided in sufficient detail to match your entry to the contact recorded in the electronic appointment diary (Cliniko).

You are also required to submit all of your signed supervision forms from individual and group supervision, in chronological order to Moodle at the end of Clinical Practice 1. All supervision entries in your Weekly Practice Logs must have a corresponding supervision form signed by yourself and the supervisor who provided the supervision.

#### 3. Cognitive Assessment (WISC-V) - Administration, Scoring, and Interpretation (Pass/Fail)

Scoring competency will be assessed according to the accuracy of adherence to the publisher-specified protocol outlined in the WISC-V test kit manual subtests. The competency takes into account administration, timing, and reverse and discontinue rules. You must upload a copy of the Professional Verification of Competency form (PVOC) to Moodle, with the WISC-V administration, scoring, and interpretation competencies signed by a supervisor.

#### 4. Inter-Professional Education (IPE; Pass/Fail)

You will submit your IPE group's Assessment Plan and Intervention Plan, each with a corresponding reflection to Moodle. Each plan needs to include the following criteria:

##### Assessment/Intervention Plan

- All relevant sections of plan are completed
- Presenting problems clearly outlined
- Client/Family goals are clearly outlined
- Assessment/Intervention goals and plan are clearly outlined
- Assessment/Intervention plan links to family and care team goals

After each multi-disciplinary team meeting, you will also write a 250-word reflection using the provided checklist for team meeting observations as a guide. You will submit one (1) reflection for the assessment plan meeting and one (1) reflection for the intervention plan meeting; two (2) reflections in total.

##### Reflection

- Meeting observations are succinctly described
- Demonstrated critical reflection, including reflexivity
- Clear connection between reflections and future practice
- Professional writing style, within word limit (250 words)
- Adherence to APA formatting and referencing conventions

#### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

#### Submission

Online

#### Submission Instructions

Submit all forms on Moodle to the appropriate dropbox on the relevant due dates.

#### Learning Outcomes Assessed

- Perform psychology assessments, interventions and associated activities to demonstrate competencies required for clinical practice.
- Evaluate and apply relevant legislation and ethical principles related to psychological practice, including those endorsed by the Psychology Board of Australia.
- Critically evaluate the contemporary scientific literature to develop an appropriate plan for evidence-based practice.

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem