
GRIFFITH UNIVERSITY – GOLD COAST CAMPUS**FACULTY OF COMMERCE & MANAGEMENT****SCHOOL OF APPLIED PSYCHOLOGY****COURSE OUTLINE**

COURSE CODE:	APY6003
COURSE TITLE:	COUNSELLING PSYCHOLOGY A
PROGRAM DESIGNED FOR:	Students who are enrolled in either the Bachelor of Psychology (Honours) program or the Graduate Diploma of Psychology.
STATUS OF COURSE:	Fourth year elective
CREDIT POINTS:	10
PREREQUISITES:	Bachelor of Arts (Psychology) or Bachelor of Behavioural Science, with a psychology concentration area, or equivalent accredited three year psychology program, within which the student has passed both a Counselling and an Abnormal Psychology/Psychopathology course.
YEAR AND SEMESTER:	Semester One, 2003
COURSE CONVENOR:	Kendall Coburn (B. Psych.(Hons), M.Psych.(Clin), MAPS, MCCP, Registered Psychologist Telephone: 0411 032 338 Email: kcvg@bigpond.com
COURSE TUTOR:	Tracey Ludlow, PhD candidate

1.0 OBJECTIVES

- .1 Clinical Psychology is one of the core professional areas for psychologists. This course provides further training in the theory and practice of assessment and intervention in Clinical Psychology.
- .2 The course builds on the input provided in counselling psychology, abnormal psychology and psychological testing provided to students at the undergraduate level.
- .3 The course provides theory and practical skills that would be valuable for students going to other professional areas such as Organisational Psychology or future training in Clinical Psychology.
- .4 This course is not a microskills practical counselling course, although there will be a heavy focus on practical application of knowledge, theory and process. It is a fourth year course preparing students as scientist-practitioners in Clinical Psychology related areas, encompassing theory, research and practice. Some advanced microskills will be taught and evaluated.

2.0 BRIEF DESCRIPTION

The course examines Clinical Psychology theories, consolidates and expands micro-skills training in individual counselling developed at third year level and extends theory and practice of psychological assessment taught at third year level.

3.0 CONTENT

.1 Theoretical Seminars (2 Hours Per Week)

The theoretical seminars will cover in depth the theory, research and applications of a number of approaches to individual clinical work. The expectation is that these seminars will discuss trenchant theoretical issues and will focus on the relative merits of assessment, treatment and evaluation protocols applied to some common clinical presentations. Clinical research designs, relevant to each approach will be discussed.

.2 Clinical Skills Workshop (2 Hours Per Week)

The students build on the counselling microskills. The workshops will focus on teaching students to conceptualise and develop clinical thinking skills in the areas of child, adult, group and family interventions. Techniques of assessment and treatment evaluation will also be taught and practised in class. Students will be required to become familiar with the Code of Ethical Conduct in Clinical Practice which will be discussed.

Week	Theoretical Seminar	Clinical Workshop
1	Introduction	No workshop
2	Assessment: Interviewing, Problem Definition, DSM IV diagnosis	Assessment: Interviewing, Problem Definition
3	Assessment: Behavioural	Assessment: Behavioural Observation, Functional Analysis
4	Assessment: Mental State Examination, Introduction to Standardised and Projective Testing	Assessment: Mental State Examination, Interviewing Practice
5	Assessment: Intellectual Assessment, Personality Assessment	Practice with Standardised Tests
6	Report Writing	Behavioural Analyses, Conceptualising and Operationalising Behavioural Problems
7	Clinical Conceptualisation: CBT	Conceptualising Skills and Exercises
8	Clinical Conceptualisation: Psychoanalytic	Conceptualising Skills and Exercises
MID-SEMESTER BREAK		
9	Clinical Conceptualisation: Humanistic	Conceptualising Skills and Exercises
10	Clinical Conceptualisation: Solution Focussed Approach	Conceptualising Skills and Exercises
11	Guiding Therapy: Feedback, Therapeutic Process	Advanced Microskills Practice
12	Guiding Therapy: Therapeutic Barriers, Termination	Advanced Microskills Practice
13	Ethical and Legal Issues in the Practice of Clinical Psychology: Risk Assessment	Ethics

1.0 TEACHING METHODS

The course is taught using a combination of lectures, seminars and workshops. Considerable use will be made of videos, role-plays, and presentation of case material. Each week students are expected to attend one two-hour theoretical seminar and one two-hour clinical skills workshop. Attendance at each of these forums is compulsory.

2.0 ASSESSMENT

Qty	Type	%	Length	Due Date
1	Psychological Assessment Project	40	10-12 Pages, APA Format, Double Spaced	Tuesday, 6 May, 2003. 4pm
1	End Of Semester Exam	50	TBA	TBA
1	Participation and Attendance at Clinical Workshops	10		

.1 Rationale For Assessment

.1.1 Psychological Assessment Project

Psychologists in all settings are required to conduct behavioural assessments, and report them in a concise, understandable manner. Conducting appropriate assessments, and the consequent writing of scientist-practitioner reports based on such assessments, is an essential part of the psychologists role, hence the 40% weight. Due date for the Psychological Assessment Project is Tuesday, 6th May, 2003 at 4.00pm.

.2 Exam

As per University specifications.

.3 Attendance and Participation in Clinical Workshops.

Counselling A is primarily a skills based course. Skills must be practised and rehearsed if they are to be effectively learned. The Clinical Workshops provide this opportunity and are seen as an essential component of the course.

2.0 ASSESSMENT CRITERIA

.1 Psychological Assessment Project

Students will be required to conduct a behavioural assessment, and to write up a report on their findings including an analysis of their results. The report must be written in the style of a case report used in clinical practice. A multimethod assessment needs to be utilised. A brief literature review is required for the Introduction and Discussion.

.2 Exam

The exam will consist of short answer and essay questions, plus a case example with related questions. The format of the exam covers Theoretical Seminar and Clinical Workshop material for the entire semester.

3.0 PRESCRIBED TEXTS (Essential Reading)

Phares, E.J., & Trull, T.J. (1997). Clinical psychology: Concepts, methods and profession. 5th Edition. Brooks/Cole Publishing.

4.0 RECOMMENDED READINGS:

Students will be advised of reading lists under each topic heading, which will list general and specific topics. Students are expected to consult the latest literature available on the Psychology Clinical Research sites on the Internet.

Students are encouraged to read current, relevant journals such as:

Behaviour Research and Therapy
Clinical Psychology Review
Journal of Abnormal Psychology
Journal of Child & Family Studies
Journal of Clinical Child Psychology
Journal of Consulting and Clinical Psychology
Journal of Family Psychology
Journal of the American Academy of Child & Adolescent Psychiatry

5.0 ADMINISTRATION

- This course will be evaluated through surveys run by the School in accordance with University and Faculty policy.

Submission of Assignments

- Assignments should be submitted according to the Course Convenor's instructions by the due date. Students must be able to produce a copy of all work submitted if so requested.
- Assignments must be submitted with clear student name, course, and course convenor identification.
- All students should keep a copy of their assignment until it is marked and returned to them. Assignments should be kept until a final grade is awarded.
- Students may work together in researching their assignments but final submissions must reflect the work and original contribution of each individual student.
- Full and detailed acknowledgment (eg. notation, and/or bibliography) must be provided if contributions are drawn from the literature in preparation of reports and assignments.
- All submissions for assessment must be word processed.
- Computer disks submitted with assignments should only contain files relating to that assignment. Files should be named as advised by the Course Convenor. Files should have accurate date and time indicators attached to them.
- Assignments received by fax will NOT be accepted.

Extensions

Extensions may be obtained by consulting the Course Convenor. Requests for extensions are usually made in writing, and accompanied by appropriate documentation to support the case for the extension. Extension Application Forms are available from the School's Reception area.

Late Submission of Assignments

Requests for an extension of time for submission of an assessment item must be lodged before the due date for the assessment item. Requests received on or after the due date will only be considered in exceptional circumstances. Extension requests must be made in writing to the Course Convenor, and be accompanied by appropriate supporting documentation.

Where an extension has not been granted, an assessment item submitted after the due date will be penalised as follows: the mark awarded to the item will be reduced by 10% of the maximum possible mark for each day that the assessment item is late. Each weekend (from Saturday and Sunday) will count as one day. Assessment items submitted more than five days after the due date are awarded zero marks.

All late assignments must be put into the Late Assignment Box outside the School's Reception Office, not in the course convenor's mailbox.

Absence from Examinations

Unexplained absence from the examination at the scheduled time will result in a mark of 0% being awarded for that piece of assessment. Students who can not attend the examination should submit a Deferred Examination Application Form. This form may be obtained from the Student Administration Office.

Plagiarism / Academic Misconduct

Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct which is contrary to these standards is academic misconduct for which the University may penalise a student. Specifically it is academic misconduct for a student to:

- present copied, falsified or improperly obtained data as if it were the result of laboratory work, field trips or other investigatory work;
- include in the student's individual work material which is the result of significant assistance from another person if that assistance was unacceptable according to the instructions or guidelines for that work;
- assist another student in the presentation of that student's individual work in a way that is unacceptable according to the instructions or guidelines for that work;
- cheat; (Cheating is dishonest conduct in assessment);
- plagiarise; (Plagiarism is knowingly presenting the work or property of another person as if it were one's own.)

On determination that academic misconduct has taken place, the penalty which may be imposed on the student is one or more of the following:

- a. a reduced or nil result for the assessment item affected by the academic misconduct;
- b. a fail grade for the course in which academic misconduct occurred;
- c. exclusion from enrolment in the course for a specified period;
- d. exclusion from the course; readmission to the course is at the discretion of the Faculty based on consideration of the student's case for readmission.

Where a student has been found guilty of academic misconduct on more than one occasion and has previously been penalised as set out in above a. - c., the penalty shall normally be exclusion from the course as set out in d., unless in the opinion of the relevant Assessment Board there are mitigating circumstances.
Academic Committee Resolution 2/2000

Telephone and Email Contact with Lecturers

Because of student numbers, students should not expect that all telephone or email messages left with lecturers or tutors will be answered.

Further Information

Students are advised to consult the Griffith University Enrolment Guide for further information on the University's administration of assessment.

Learning Assistance Unit (LAU)

The Learning Assistance Unit (LAU) provides free learning assistance services to Griffith University students. This includes help with writing assignments, developing effective writing strategies, critical thinking, exam preparation, and much more. To find out more about the range of resources and study skills programs visit the website at <http://www.gu.edu.au/ins/lils/lau/home.html> or call in to the offices.

Alternatively you can e-mail at lau@mailbox.gu.edu.au or phone a friendly learning adviser on any of the numbers listed on the web site.