



Cairnmillar
INSTITUTE

School of Psychology
Counselling & Psychotherapy

Doctor of Psychology (Clinical Psychology)

Course Information Handbook

TABLE OF CONTENTS

This Handbook	3
The Cairnmillar Institute	3
What is Clinical Psychology?	4
Doctor of Psychology (Clinical Psychology)	4
Entry Requirements.....	4
Duration of the Course.....	5
Provisional Psychologist Registration and Insurance.....	5
Graduate Learning Outcomes	5
Enrolment Conditions	6
Submission of Written Work.....	6
Style Guidelines.....	7
Assessment Grades and Records	7
Extensions	7
Recognition of Prior Learning	8
Marking scales and grade definitions:.....	8
Plagiarism and Collusion	9
Copyright.....	9
Professional Standards.....	9
Student Support, Counselling and Wellbeing	10
Fee Help.....	10
Termination of Enrolment.....	10
Graduation	11
Library Services	11
Special Consideration.....	12
Course Structure & Credit points	13
Coursework Units	14
First Year.....	14
Second Year.....	15
Third Year	17
Placements	17
Research	17
Appendix A – APA Referencing	19
Appendix B - Online Journal Access	22

This Handbook

The course information handbook addresses many aspects of and requirements of the course. It should be read in conjunction with the following information handbooks:

- Research Information Handbook
- Doctor of Psychology (Clinical Psychology) Placement Information Handbook

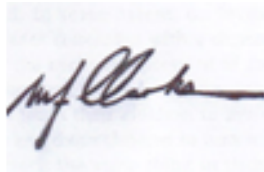
If you do not have a copy you may access them from the Student Learning Portal - Moodle.

These handbooks provide all the information you need to successfully navigate your way through the different components of the course. If you find anything missing from these handbooks, please let us know.

The Cairnmillar Institute and staff wish to assure you of an enjoyable and rewarding professional journey.



Professor Ben Richardson,
Head of School



Dr Michael Clarke
Course Coordinator

The Cairnmillar Institute

The Institute was founded by Dr Francis Macnab in 1961. It was first based in South Yarra, then in Collins Street, and from 1982 its home has been 993 Burke Road, Camberwell. The Institute is an Australian Health Promotion Charity and non-profit body. It developed the first suburban family counselling and education centres in Melbourne at Blackburn, Syndal, Beaumaris and Doveton, pastoral care training programs and training programs of the first Citizens Advice Bureau in Melbourne.

The Institute was an early pioneer in training people in counselling and in psychotherapy. It broke through the strong walls of opposition to bring all the helping professions into specialised training in psychotherapy. It has conducted prevention programs in community organisations and for countless schools and churches across the nation and was the site for the development of Contextual Modular Therapy and analysis; an integrated form of brief and cost-effective psychotherapy.

The Institute's higher education programs are based on its critical and clinical experience and its constant interaction with clinical and research centres around the world. The courses are delivered by experienced practitioners and the Institute's approach to teaching is based firmly on practice with an emphasis on skills development.

What is Clinical Psychology?

Clinical psychologists are specialists in the assessment, diagnosis and treatment of psychological problems and mental illness, and are employed in private practice, hospitals, universities, general medical practices, community health centres and mental health services. They work with infants, children, adolescents, adults and older adults. They are also involved in designing, implementing and evaluating a wide range of prevention and mental health promotion programs.

Course Rationale

This course has been developed to meet the demand for clinical psychologists. In recent years, this demand has been growing and this growth is likely to continue due to increasing use of mental health services (APS, 2016; HWA, 2014). As further evidence of this need, clinical psychologists are listed on the Skilled Occupation List, from the Department of Immigration and Border Protection.

HWA (2014). *Australia's Health Workforce Series- Psychologists in Focus*, p43.

Australian Psychological Society, see <https://psychology.org/inpsych/2016/ed/>

Skilled Occupation List (SOL) see <https://www.border.gov.au/Trav/Work/Work/Skills-assessment-and-assessing-authorities/skilled-occupations-list/SOL>

Doctor of Psychology (Clinical Psychology)

Clinical psychology is a specialisation focusing on psychopathology and the assessment and treatment of clinical disorders across the life span. Consistent with the Scientist-Practitioner model that underpins the discipline, the Doctor of Psychology (Clinical Psychology) involves intensive high-level research training together with advanced coursework and further placement experience. The course develops students' knowledge, skills, and experience in psychopathology, assessment, and therapeutic interventions for adults and children suffering from clinical disorders ranging from mild to severe and complex. The course also develops students' awareness of supervision skills. Graduates of the Doctor of Psychology (Clinical Psychology) will be prepared for treating clients with complex mental health issues.

Students in the program will participate in supervised work placements in various settings such as primary care, psychiatric and rehabilitation. Students will also undertake advanced research into aspects of psychological interventions and the evaluation of treatment outcomes. Graduates will develop the knowledge and skills to demonstrate autonomy, adaptability, and to work responsibly as a practitioner and scholar in areas that promote psychological health in individuals, families, groups, and organisations.

Entry Requirements

Students can apply for the Doctor of Psychology (Clinical Psychology) in two ways.

1. Students who apply following their 4th year, must hold a degree from an Australian university and who have completed either a four-year APAC accredited sequence of studies in psychology with a minimum H2A average in courses accredited by the Australian Psychological Society, or equivalent overseas qualifications recognised by the APS. Demonstrated possession of an appropriate level of knowledge and skill related to research is desirable.

2. Students who have completed their first or second year of an APAC accredited Masters of Psychology (Clinical Psychology) and not conferred the degree, may also apply for the Doctor of Psychology (Clinical Psychology). Short listed eligible applicants will be interviewed by a selection panel and an order-of-merit for entry will be prepared taking into account; (a) academic record, (b) demonstrated knowledge and skills related to research, (c) previous work experience and training, and (d) academic and professional referees' reports. A confirmation process to a panel including external reviewers will also be required. The panel will comprise of external and internal experts in the field of the candidate's research. Upon successful completion of the interview and confirmation, applicants will be invited to join the Doctor of Psychology (Clinical Psychology) program with appropriate acknowledgement of relevant advanced standing.

Duration of the Course

This course is designed to be completed over four years full-time. It consists of coursework, five placements, and the completion of a major research thesis.

Provisional Psychologist Registration and Insurance

In order to participate in the practicum components of the course, all students are required to be registered as provisional psychologists with the Australian Health Practitioner Registration Agency (AHPRA). They are also required to have a Police Check and Working with Children Check. These must be maintained throughout the course. Enrolled students are covered by the Institute's professional indemnity insurance.

Graduate Learning Outcomes

Graduates of the Cairnmillar Institute's Doctor of Psychology (Clinical Psychology) are highly sought after for their academic acumen and professional suitability. They have an appreciation of the breadth and depth of psychological practice and are creative and flexible in their thinking. Graduates are committed to working within the scientist-practitioner model and to using interventions and assessments that have been empirically validated. They are familiar with working with a range of clients and their practice is ethical and culturally sensitive. Graduates of the Doctor of Psychology (Clinical Psychology) develop skills in each of the areas listed below so as to be able to commence the Psychology Board of Australia's Registrar Program after they graduate, which will allow them to go on to full registration as a psychologist with an area of practice endorsement in clinical psychology.

Knowledge of the Discipline

- Implement core clinical psychology principles across a range of settings.
- Assess and diagnose a variety of clinical presentations with reference to the DSM 5.
- Interpret current research on psychopathology and apply this to formulate appropriate intervention and assessment protocols.

Ethical, Legal and Professional Matters

- Demonstrate a detailed knowledge of the Australian Psychological Society's Code of Ethics as well as relevant legislation that informs current professional practice.
- Apply ethical principles to professional practice.

Psychological Assessment and Measurement

- Develop knowledge of a broad range of assessment measures and understand the theoretical frameworks and psychometric properties that support their empirical validation.
- Demonstrate an ability to administer, score, interpret and write up specific assessment batteries.

Intervention Strategies

- Demonstrate an understanding of a select range of empirically validated interventions suitable for use with adults and children.
- Perform interventions in an effective and ethical manner and to be able to evaluate therapeutic outcomes.
- Demonstrate an understanding of interventions used for work with clients who have complex presentations.

Research and Evaluation

- Demonstrate an expert understanding of a particular topic relevant to Clinical Psychology. This understanding is exhibited by: the development of the intellectual skills necessary to interpret previous findings and developments relevant to their research in clinical psychology and the ability to devise and implement an original research project that is based on sound and current research methods.
- Conduct high quality research independently and ethically and be able to disseminate findings to both specialist and non-specialist groups.
- Produce an extended research thesis that makes a unique contribution to existing scholarship in an area of clinical psychology.

Communication and Interpersonal Relationships

- Demonstrate effective and efficient written and oral communication skills.
- Relate appropriately to a range of clients and mental health professionals across academic and clinical settings.

Working within a Cross Cultural Context

- Develop competence in working in a culturally sensitive manner with clients from diverse backgrounds.

Practice across the Lifespan

- Deliver a range of psychological services appropriate to adults, children, adolescents and older adults.

Supervision and Reflective Self-Practice

- Demonstrate an appreciation of the importance of reflective self-practice and the ability to implement constructive feedback in order to improve clinical practice.
- Recognise the dynamics of the supervisory relationship in preparation for potential roles as supervisors and leaders in the field of clinical psychology.

Enrolment Conditions

Attendance

In order to show respect and courtesy for the lecturers, fellow students, supervisors and colleagues at practicum placements, it is important that students punctually attend all commitments, and take an active role in class.

In the case where attendance is not possible, students should inform the relevant person as soon as possible. Students must actively participate in 80% of classes in all units. Students may apply to have a leave of absence for medical conditions, which will require a sick leave certificate from a GP or specialist. Other non-medical circumstances must be discussed with the Course Coordinator.

Submission of Written Work

1. all assessment tasks must be prepared in Word;
2. submitted via Moodle and will be checked for plagiarism using the Turnitin software platform;
3. assessment tasks are then checked for plagiarism and receive a percentage score based on similarity.

Students must keep a copy of all submitted work. In circumstances where assessment tasks are mislaid, students must be able to provide another copy of the work. Students must keep copies of all their work until the formal publication of semester results.

Style Guidelines

Assignments and case studies should be clear and informative with spelling, grammar and punctuation being clear and in accordance with Australian Psychological Society usage. The format followed by psychologists is the American Psychological Association (APA) style. See Appendix A and <http://apastyle.apa.org/index.aspx>

Assessment Grades and Records

Students are expected to complete assessment requirements for all relevant units no later than the date scheduled in the subject outline. This is distributed at the beginning of each semester, or at the commencement of the unit.

The Student Portal PEPi lists all assessment requirements for each unit that students are enrolled in.

Students are required to read and familiarise themselves with the Assessment Tasks and Marking Guides Policy, which is published on the student portal, Moodle.

Extensions

An extension may be granted for assignments where there is objective evidence of unexpected disruptions in the student's available work time. Applications must be made on the appropriate form before the due date, and given to the Unit Co-ordinator. An extension is valid only after it has been signed by the Unit Co-ordinator. Supporting evidence may be required.

Word Limit

It is common practice for assignments to be penalised if they exceed the word limit by more than 10% (excluding in text citation and references). But, this decision is at the discretion of the unit coordinator and may be decided on a case by case bases. Further clarification around word limit should be provided by the unit coordinator (eg refer to the assignment marking guides).

Discretion

A student may be permitted to exceed the word limit if the work is genuinely outstanding and original, and permitting a student to do so does not disadvantage other students who were required to conform to the word-limit. A student must seek advice before submitting an assignment that is well over the limit.

Late Submissions

Unit Coordinators may set a late work penalty. This penalty must be published in the Unit Guide. The penalty will normally be 5% per day (including weekends and non-business days). Work handed in more than two weeks late, or after the end of the marking and results deadline for a period of enrolment, will not normally be marked and a fail result will be recorded.

Late Submission of In-Class Tasks

Tasks that are required to be completed and/or submitted in-class, such as class presentations must be submitted on the date of the class presentation unless a student has been awarded an extension. The penalty for late submission of in-class tasks is usually 100% of the mark.

Return of Assignments

Assignments can be collected from reception four weeks after submission. Otherwise, the School requires students to staple an appropriately stamped self-addressed A4 envelope to submitted work for direct return of assignments to students.

Samples of Work

Samples of student work may be taken for purposes of course accreditation. In all cases anonymity will be preserved. Students may object to their work being used for this purpose by contacting the relevant unit chair.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a process where a student may be granted credit or partial credit towards a qualification in recognition of previous experience. Following Australian Psychological Accreditation Council (APAC) guidelines, only recent postgraduate formal training will be recognised as prior learning in relation to this course. Credit or partial credit towards a qualification cannot be granted in recognition of skills and knowledge gained through work experience and/or life experience.

Marking scales and grade definitions:

Percentage Range

0-49	Fail, not satisfactory Where a student fails a subject, all failed components of the assessment must be double marked
50-59	Pass, satisfactory Completion of key tasks at an adequate level of performance in argumentation, documentation and expression.
60-69	Credit, good Good understanding of key ideas; sound analytical skills possessed, well-presented, researched and documented assignments.
70-79	Distinction, very good Average or better than average work, with solid research, perceptive analysis, effective preparation and presentation. Scholarly presentation, thoroughly researched and well argued. Complex understanding of subject matter, subtle argument and analysis is evident
80-100	High distinction, excellent. Superior analysis, comprehensive research, sophisticated theoretical knowledge of methodological approach, impeccable presentation – work that is (in at least some respects) erudite, original, exciting or challenging. Marks of 90 per cent or above are rarely given and are for exceptional work. They are validated by double marking.

Plagiarism and Collusion

It is the responsibility of all students to access, read and familiarize themselves with the Institute's Policies and Procedures. These are published on the student portal, Moodle.

Plagiarism, Collusion and Recycling Definition:

"Plagiarism" occurs when a student presents as their own work the thoughts, ideas, findings or work of another person or persons, without due acknowledgement of the source.

"Collusion" occurs where a student works with others, without permission, to produce work which is then presented by individual students as their separate assignments and/or where the work is almost identical or mostly the work of one of them. Collusion is a form of plagiarism.

"Recycling" means the submission for assessment of one's own work, or of work which is substantially the same, where:

- a) The work has previously been counted towards the satisfactory completion of another unit of study credited towards another qualification; and
- b) The Lecturer-in-Charge has not granted prior written consent for the student to reuse the work.

Investigation and resolution of any allegation of plagiarism, collusion or recycling

Any allegation of plagiarism, collusion or recycling will be investigated and resolved according to the Institute policies and procedures. These are published on the student portal Moodle.

Policies and Procedures

It is the responsibility of all students to access, read and familiarize themselves with the Institute's Policies and Procedures. These are published on the student portal, Moodle.

Copyright

Please see Australian Copyright Council's website for full information on this topic:

<http://www.copyright.org.au/>

Professional Standards

All students should develop a thorough knowledge of the APS Code of Ethics (2007)

http://www.psychology.org.au/Assets/Files/Code_Ethics_2007.pdf

It is reviewed and updated regularly and it is essential to remain abreast of any changes that are recommended. The APS also has a *Professional Affairs* director who is available to members for consultation on ethical matters.

The major principles for ethical conduct include:

A. Respect for the rights and dignity of people and peoples

B. Propriety

C. Integrity.

Respect for the rights and dignity of people and peoples, combines the principles of respect for the dignity and respect for the rights of people and peoples, including the right to autonomy and justice.

Propriety, incorporates the principles of beneficence, non-maleficence, (including competence) and responsibility to clients, the profession and society.

Integrity, reflects the need for psychologists to have good character and acknowledges the high level of trust intrinsic to their professional relationships, and impact of their conduct on the reputation of the profession.

Student Support, Counselling and Wellbeing

Counselling for Students

Ms Marilyn Cobain is an external psychologist and counsellor, who provides impartial support and counselling to students. She is normally able to provide up to three sessions per year at no cost. Further sessions would require private payment or a mental health care plan. She is based in South Yarra.

You can contact her directly at: studentcounsellor@cairnmillar.edu.au or 0419 648 687.

Academic Support

Students who are experiencing difficulties which may impact their studies, are encouraged to speak to their lecturer and/or course coordinator. Cairnmillar can offer onsite support to assist with assignment/essay writing, referencing, time management and study strategies.

Appointments with Dr Ray Jeanes for assignment/essay writing or Ms Mary Turnbull for APA referencing can be made through Reception or by telephoning 9813 3400.

The Desk (online student support)

[thedesk](https://www.thedesk.org.au) aims to support Australian tertiary students to achieve mental and physical health and wellbeing. Being a student can be a challenging time and many students do not access support services for a range of reasons including time pressures, not knowing where to go for help and feeling embarrassed. Providing resources online means that more people will be able to get help to improve their wellbeing and be able to study more effectively. thedesk offers free access to online modules, tools, quizzes and advice. <https://www.thedesk.org.au/login>

Fee Help

Information regarding the payment of fees can be obtained from the Academic Registrar. Domestic students who are eligible for FEE-HELP need to submit the provider copy to Cairnmillar. International and up-front paying students need to pay by the dates outlined on the fee schedule on the education website.

Termination of Enrolment

Cairnmillar reserves the right to terminate a person's enrolment in a course if the student:

- fails to meet the complete assessment tasks breaches the Institute's privacy and ethical conditions
- exceeds the maximum or negotiated time for completion of the course, or
- other conditions as specified in the enrolment application.

Graduation

To be eligible to have the relevant qualification awarded, a student must:

- comply with all the Institute Policies and Procedures;
- pay all relevant fees and charges;
- complete all requirements prescribed for the course at least at a PASS level;
- Have all placement documentation up to date and signed off and electronically scanned for archiving.

The appropriate awards are given on satisfactory completion of the course. These are presented at a special annual ceremony or given (posted) directly to students for a fee.

Library Services

The Library at the Institute is a specialist library resource, aimed at the curriculum requirements of the students, psychological research, and clinical psychology. The Library contains a mix of resources, representing modern psychological thought, research and learning, as well as a substantial collection of classic writings in the field of psychology, including original works of Freud, Albee, and many other pioneers of psychology.

The Library is accessed via the student portal – Moodle. Using this path, students may access the Library, and search for relevant books, theses, and psychological tests. All materials held in the library (excluding the reference area) are available for a 2-week loan period. Students may borrow up to 5 items at a time. The Library site also contains a range of information also including links to bookshops, interesting sites, and accessing other sources.

Access is also available through the student portal to EBSCOHost. Cairnmillar subscribes, through EBSCOHost, to PsycINFO, PsycARTICLES, Medline Complete and the Psychology and Behavioural Sciences Collection, which together provide a comprehensive coverage to literature on psychology, behavioural sciences, medicine, and associated topics. Between these databases, Cairnmillar students have access to full text material from approximately 2,300 journals, plus abstracts from over 2,500 journals, so the databases are most comprehensive in depth and coverage of the fields.

Additionally, students can access a range of services online, including Google Scholar and academia.edu to locate materials and to share research interests with other researchers and academics.

Mary Turnbull, the Librarian is available Tuesday – Friday. Students and staff are able to meet with Mary to gain research and informational assistance in all facets of their learning, research and clinical requirements. This includes individual sessions in developing literature searches relevant to their research proposal, using databases, and locating full text materials. Mary can also assist with a range of other issues including referencing, and writing citations.

The Library is open Monday – Friday, during office hours. The Library also has eight computer terminals, and a photocopier/printer for student use. Students can access the photocopier/printer by buying copy credits from Reception.

Computer/Moodle/Printer Access

There are two areas of computer access - the library and the computer lab on the first floor at Camberwell. Each student will have their own personal 'Home Drive' (H:\) which can be accessed across all the student computers. There are two main printers; the library and the computer lab printers. They will both be mapped to student profiles. By default each student starts off with a balance of \$10. If students run out of print credits, staff will not print items. Please see reception to recharge your account to continue printing. In the event of print failure or printing issues please see our IT department.

All students will be assigned a username on enrolment. This provides access to the Network, Email, Moodle and Wi-Fi logins. Student email can be accessed either by using Outlook when logged into the Network or from the Institute EDU website, which can be accessed at any time. Student will use their assigned email login and password.

Moodle provides enrolled students with course outlines, forms and other resources as well as up to date news and alerts. It is accessed via the EDU website by going to the 'Student Portal' link located at the top of the webpage.

Special Consideration

Students who fail a unit and/or a placement and/or a research unit will be subject to the Academic Progress and Show Cause Policy. The policy can be accessed on Moodle.

Special consideration will normally be granted for any situation that is outside the student's control and that substantially hampers the student's ability to complete the assessment. This must be indicated in a letter outlining the special consideration request and should be forwarded to the Head of School, The Cairnmillar Institute, Academic Organisational Unit (AOU).

There must be independent evidence that such an event has occurred (for example, a medical certificate). A medical certificate should include the medical practitioner's finding regarding the impact of the illness or the event. Consideration will not be granted if appropriate documentary evidence is absent.

The Institute has a number of policies that relate to enrolled students. All students should become familiar with these policies. They have been uploaded onto Moodle.

Course Structure & Credit points

Course Sequence			
Year One			
Unit Code	Unit Name	Teaching Period	Credit Points
MPLc1	Clinical Placement Intensive Workshops	1	12.5
MPE1	Professional Practice and Professional Ethics	1	12.5
MRP1	Research Project A	1	12.5
MDT1	Psychological Assessment, Diagnostic Testing and Interview Competencies	1	12.5
MPLc2	Supervised Clinical Placement B	2	12.5
MCB1	Cognitive Behavioural and Internal Process Interventions	2	12.5
MPM1	Child and Adolescent Psychopathology and Intervention	2	12.5
MRP2	Research Project B	2	12.5
Year Two			
MPLc3	Supervised Clinical Placement C	1	12.5
MHP1	Health Psychology	1	12.5
MSC1	Adult Psychopathology and Intervention	1	12.5
MRP3	Research Project C	1	12.5
MIP1	Internal Processes and Communication Skills	2	12.5
MPLc4	Supervised Clinical Placement D	2	12.5
MPP1	Brief Psychodynamic Therapy	2	12.5
DRP4	Research Project D	2	12.5
Year Three			
DAP1	Advanced Diagnostics and Interventions for Complex Presentations	1	12.5
DPLc5	Supervised Clinical Placement E - with Case Analysis	1	12.5
DRP5	Research Project E	1	25
DRP6	Research Project F	2	50
Year Four			
DPLc6	Supervised Clinical Placement F - with Supervision and Supervisory Training	1	12.5
DRP7	Research Project G	1	37.5
DRP8	Research Project H	2	50

Coursework: 112.5 credit points or 28% of the course

Research: 212.5 credit points or 53% of the course

Practical Placement: 75 credit points or 19% of the course

Total Course Credit Points: 400

Coursework Units

First Year

Each of the units of study is detailed below. Please note students must pass all units and the thesis and placements before being eligible to graduate.

Professional Practice and Professional Ethics (MPE1)

This unit has as its focus the knowledge, competencies and skills required to practice as a provisional and clinical psychologist within the designated professional ethical, legal and professional and ethical standards as set down by the profession. It critically reviews current debates and controversies associated with privacy and confidentiality, duty of care, protection of the public and other professional practice issues.

The unit requires the student to undertake a critical examination of case studies of professional situations and ethical dilemmas in contemporary psychological practice. Students are taught the personal and professional competencies and attributes required to practice ethically and legally as a clinical psychologist. This unit will also include:

- National Practice Standards for the Mental Health Workforce;
- Practice management, storing and accessing psychology files and record keeping;
- Health Regulations Act.

This unit includes at least 24 hours on professional ethical and legal aspects of clinical psychology.

Psychological Assessment, Diagnostic Testing and Interview Competencies (MDT1)

This unit focuses on the principals and methods of psychological assessment in the clinical context. It focuses on the knowledge, competencies and skills required for assessment, treatment planning and outcomes for particular presenting issues. The unit provides practical experience in the selection of assessment methods, administration, scoring, interpretation, and profile analysis of common psychometric instruments. The tests studied and administered include intelligence, social, emotional and cognitive skills, personality, anxiety, depression, stress, educational and vocational abilities and interests and other related behaviours.

Issues of reliability, validity and the psychometric evaluation of tests will be examined as will the skills required to report on the results of assessments in written and oral form. The ethics involved in the use and interpretation of psychological tests and test scores will be learned as will the skills to write coherent psychological reports. This unit will also cover the assessment of mood disorders and anxiety disorders (not PTSD). This unit also includes adjustment disorder. This unit includes 12 hours of diagnosis of DSM and basic psychopathology, 12 hours of adult psychological assessment, and 12 hours of child and adolescent psychological assessment.

Cognitive Behavioural and Internal Process Interventions (MCB1)

The unit focuses on the interventions and techniques of cognitive behavioural, mindful based therapy, behavioural therapy, internal process and solution focused models as applied in Clinical practice. It commences with behavioural assessment of adults and CBT as the evidence based treatments for specific disorders.

It begins with an overview of the basic principles of the approach and a history of the development of cognitive therapies and introduces the varied theoretical approaches that have evolved. Students will gain a practical introduction to the major treatment techniques and the skills necessary to both apply and integrate these interventions and strategies with clinical individuals, adolescents and children.

The unit will focus on case formulation and skills, such as cognitive restructuring, relaxation techniques, thought stopping and graded exposure. A critical assessment will also be made about pitfalls of the approach and its effectiveness in treating depression and other common presenting issues. Specific disorders covered will be mood and anxiety disorders.

This unit includes 6 hours of adult behavioural assessment, and 24 hours of Cognitive Behavioural Therapy.

Child and Adolescent Psychopathology and Intervention (MPM1)

This unit focuses on advanced topics related to evidence based practice including designing and implementing research in clinical psychology practice, efficacy, effectiveness of psychological interventions, and evaluating treatment outcomes. The unit gives particular focus to working with children and adolescents.

Students will learn how to design and implement an appropriate strategy for evaluating the effectiveness of interventions, the ability to evaluate evidence about the efficacy and effectiveness of interventions and understand the process of implementing evidence based techniques in clinical psychology practice with children and adolescents.

The unit will focus on providing the competencies required to integrate the best available research for specific presenting problems in the context of client characteristics, culture and preferences.

This unit includes 12 hours of family therapy, and 12 hours of diagnosis across the lifespan, especially disorders of infancy, childhood and adolescents. It also includes 15 hours of assessment and treatment of severe childhood disorders.

Second Year

Health Psychology (MHP1)

This unit focuses on the practical training, clinical skills, interventions and education strategies required to practice in the field of health psychology. It provides an overview of the theory underpinning psychological factors in health and illness as well as behavioural assessment. It will have as its focus a critical analysis of recent research into the bio psychosocial factors and their impact on common presenting issues such as sleep disorders, chronic pain, somatoform disorders, stress and eating disorders.

Students are taught the theoretical basis and clinical application of a range of therapeutic approaches, including stress management, relaxation and emotion focused clinical techniques. The aim is to prepare students to understand and manage the impact of physical health issues and the importance of health promotion and education in community-based clinical organisations and in public and private psychological practice.

This unit will include disorders related to the psyche interface such as somatoform disorders and sleep disorders. This unit includes 24 hours on health psychology, behavioural medicine and rehabilitation. Motivational interviewing and relapse prevention are also included (as well as in the second year unit, Interpersonal Skills). This unit also includes 12 hours of basic psychopharmacology.

Interpersonal Processes & Communication Skills (MIP1)

This unit will develop the student's professional competence and clinical ability in the practice of clinical psychology, through the development of an understanding of interpersonal relationships and working alliances in clinical settings and in the professional practice of psychologists.

It will provide a critical review of the literature on interpersonal processes and the therapeutic alliance by analysing both the research and manualised skills training literature.

Cross cultural communications and clinical with special reference to indigenous people will also be addressed. The unit emphasises competence in techniques like reflective practice and in depth awareness processes that help develop and maintain interpersonal and therapeutic relationships.

This unit includes psychotherapy and counselling, especially the non-specific factors for twenty four hours and motivational interviewing for three hours.

Assessment, Diagnosis and Intervention for Specific Conditions (MSC1)

The unit focuses on developing an understanding of the diagnostic categories, theories and current models, relevant to abnormal psychology and psychopathology in clinical psychology practice. The initial sessions cover the history and theories of abnormality, the classification and diagnosis of disorders and methods of assessment and research.

This unit consists of advanced psychopathology. Students will learn about the aetiologies, diagnoses and treatments of several major types of disorders, such as psychiatric disorders, personality, and selected anxiety and obsessive compulsive disorders, including PTSD and related disorders. The disorders under study in this unit will be the low frequency and more severe disorders, such as personality disorders, psychotic disorders and trauma and its various presentations across the lifespan

The focus of the unit is to provide students with a basic understanding and information to increase their effectiveness in clinical intervention and supporting individuals and families with specific disorders. There will also be a focus on how the mental health system operates and the systemic issues which act as barriers to accessing services for people with lifestyle and mental health issues.

This unit include 12 hours focussed on assessment and 24 hours on the treatment of severe mental disorders.

Psychodynamic and Depth Psychology (MPP1)

This unit focuses on the theoretical knowledge and clinical practice of psychodynamic and depth psychology. It begins with an overview of the basic principles of psychodynamic psychology and its efficacy as an evidence-based treatment of clinical conditions. Psychodynamic approaches to clinical practice, including problem formulation, treatment planning and therapeutic change will be critically evaluated and reviewed. Clinical theory related to these practices will also be addressed.

Current psychodynamic approaches to diagnosis will be addressed by contrasting the DSM V with two psychodynamic diagnostic manuals, the PDM and the SWAP. The latter are used in gaining a deeper understanding of personality disorders and other clinical syndromes.

The concepts of defences, transference and countertransference, therapist neutrality, self-regulation, dream interpretation and their application in clinical practice will be taught and

examined. Students will also be encouraged to focus on aspects of the therapeutic relationship as a fundamental base for becoming effective practitioners.

This unit includes 24 hours of clinical psychology interventions, especially for those client presentations with diffuse and complex presentations.

Third Year

Advanced Diagnostics and Interventions for Complex Presentations

This unit will further develop student's diagnostic, systematic case formulation and therapy skills for complex presentations. Advanced cognitive behavioural therapy and short-term psychodynamic therapy skills will be taught through lectures, case presentation and simulations. Complex presentations will include personality disorders and comorbid presentations.

Students will be able to confidently diagnose, write a case formulation and conduct advanced therapy for complex presentations. Challenges associated with interventions such as conflict, trauma and termination of treatment will also be discussed.

This unit includes 36 hours of combined theory, simulations and case study discussion.

Placements

Please read this section in conjunction with the Placement Information Handbook

The Australian Psychology Accreditation Council (APAC) recommends that students undertake at least three placements in the first two years, of which the first is an internal placement. Most students will commence placement in one of Cairnmillar's three clinics. Students will undertake a further three external field placements. These are offered in a variety of settings and are allocated to maximise students' exposure to a range of clients. Students will be expected to engage in direct clinical psychological work with children and adults and clients across the lifespan, in both acute and community settings. Students are encouraged to advise the staff about potential placement opportunities although these will need to be assessed as suitable as clinical psychology placements by the Placement Coordinator.

In addition to the four placement units (A-D) conducted in years 1 and 2 of the program, the doctorate program has two unique placement units completed in the third and fourth year.

DPLc5 Clinical Placement E - with Case Analysis. This placement unit (250 hours) includes a case presentation and students will be required to present a case or issue from their placement.

DPLc6 Clinical Placement F - with Supervision and Supervisory Training. This placement unit (250 hours) includes reflections and simulation training focusing on supervision and supervisory practice, complexities of multidisciplinary teams and leadership (additional two day workshop).

Research

Please read this section in conjunction with the Research Information Handbook

The research component of the doctorate is a coherent research thesis. Across the four years, students will work progressively to produce an original thesis of approximately 40,000 words in the area of Clinical Psychology. Although the thesis is a single cohesive output

which students work on progressively throughout the entire four years of the degree, specific milestones are embedded within the individual units to ensure timely completion.

Typically, contact is in the form of regular one-on-one research supervision meetings although in the third and fourth years, students are also required to participate in a research colloquium both as presenters and as active audience members.

To allow students sufficient time for the write up of the final thesis, the percentage of the unit credit points dedicated to research increases in the final two years.

Specific milestones / requirements:

Research Project A and B

At the end of the first year students are required to demonstrate satisfactory understanding and progress via a panel review. Students are required to present a document (approximately 7000 words) outlining the rationale of their research project and their proposed program of work. This will include feasibility - e.g., details on recruitment, statistical power, etc. This is accompanied by an oral presentation of 30 minutes (including questions) to an expert panel.

Research Project C and D

At the end of the second year, students are required to demonstrate satisfactory understanding and progress via a 30 minute (including questions) presentation of their thesis to an expert panel.

Research Project E, F and G

In years three and four, students are required to attend a fortnightly research seminar series where they present their own research (or on another empirical topic of interest relevant to clinical psychology). When they are not presenting they need to attend and participate in discussion.

Appendix A – APA Referencing

WHAT IS REFERENCING?

Referencing is the correct acknowledgement of the resources you have used in completing any work done. This means that you must include In-Text Citations and a Reference List which includes each resource used. Accurate referencing is an essential part of avoiding plagiarism.

WHAT IS THE CAIRNMILLAR RULE?

Cairnmillar Institute expects all students to submit work that acknowledges the work of others, through correct referencing using the APA Style, located in the *Publication Manual of the APA 6th edition*.

DO YOU NEED TO INCLUDE REFERENCES FOR ALL RESOURCES USED?

You must cite and provide a reference for any material used which is not of your own creation. For example, if you were writing a case study, you would need to include references for:

- any psychological theories used in conceptualizing the case;
- any tests used in assessing the client;
- any diagnostic resources used (e.g. the DSM-5); and for
- any resources used to inform an evidence based treatment plan (such as treatment guides and journal articles).

THE GOLDEN RULE:

It is better to include an unnecessary reference than to not reference a resource which should be referenced. If in doubt, cite!

IN-TEXT CITATIONS

Every time you include an idea not of your own creation in a work you must include an in-text reference. These in-text references can take many forms, as shown below:

Citing a source:

Smith (2013) found that... (This is a citation within text)

It was found that... (Smith, 2013) (This is a parenthetical citation)

Quoting a source (less than 40 words):

Smith (2013) suggested that "... (p. 321)

It has been suggested that "... (Smith, 2013, p. 321)

Quoting a Source (more than 40 words):

It has been suggested that:

This is a block quotation...(Smith, 2013, p. 321)

REFERENCE LIST

At the end of every piece of work you must include a reference list. This includes the bibliographic details of each resource used in the completed work. The reference list should be in alphabetical order and must include every resource used in the completed work.

Journals, magazine, and newspapers:

Author, A.A., Author, B.B., & Author, C.C. (year). Title of Article. *Title of Periodical*, Volume, Page Number-Page number. doi:xx.xxxx (only for online journals)

Eg: Smith, J.S., Black, A.N., & Jones, S.H. (2013). A journal article. *A Psychology Journal*, 14, 321-345. doi:12.1234567

Books:

Author, A.A. (year). *Title of book*. Publishing Location: Publisher

Or (for edited books)

Editor, A.A. (Ed.). (year) *Title of book*. Publishing location: Publisher

Chapters in Books:

Author, A.A., & Author, B.B. (year). Title of chapter. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of Book* (pp. page-page). Publishing location: Publisher

In-Text Referencing works with Multiple Authors

- One Author: Smith found... (2013) or (Smith, 2013)
- Two Authors: Smith and Black found... (2013) or (Smith & Black, 2013)
- 3-5 Authors: First use Smith, Black and Jones found... (2013) or (Smith, Black, & Jones, 2013)
- Further citations Smith et al. found ... (2013) or (Smith et al., 2013)
- 6+ Authors: Smith et al. found... (2013) or (Smith et al., 2013)

In-Text Citations of Multiple works

Often you will find that you have multiple resources supporting the same piece of information. In these cases you should cite all of the works you have found. These works should be cited in alphabetical order within one set of parentheses, as shown below:

(Biggs, 2005; Smith and Jones, 2013; Smith et al., 2013)

The works should be cited in the same order as they appear in in the reference list, regardless of the use of et al.

COMMON ISSUES

- In a journal title, capitalise the first letter of the first word, and thereafter each main word (not: a, the, of).
- In a book title OR in a title of an article, capitalise only the first word of the title, and the first word of a subtitle, unless the words are proper nouns or abbreviations ie. WAIS.
- In a journal reference, italicise the title of the journal and the volume number.
- In a book reference, italicise the title of the book only.
- A reference always ends with a full stop.
- The publishing location always goes before the name of the publisher.
- Include only the author's initials, not their full names.
- Do not include the author's titles such as DR or qualifications such as MAPS.
- Include a comma after each author—even before the & sign.
- When quoting a chapter from a book, remember to include the page numbers.

RESOURCES AND HELP

Copies of the APA Referencing Manual are in the Library, and there is a very good website at <http://www.apastyle.org/> The Cairnmillar Librarian is a useful resource.

Appendix B - Online Journal Access

Using the provider EbscoHOST, the Institute Library subscribes to 4 databases which together, provide a comprehensive coverage to literature on psychology, behavioural sciences, medicine, and associated topics. Access to these databases is through Moodle, and then selecting the EbscoHOST icon. Between these databases, Cairnmillar students have access to full text material from approximately 2,300 journals, plus abstracts from over 2,500 journals, so the databases are most comprehensive in depth and coverage of the fields.

The databases are:

- **PsychARTICLES** - from the American Psychological Association (APA), is a source of full text, peer-reviewed scholarly and scientific articles in psychology. It contains more than 153,000 articles from nearly 80 journals published by the American Psychological Association (APA), and associated publications.
- **Medline Complete** - provides authoritative medical information on medicine, nursing, dentistry, veterinary medicine, the health care system, pre-clinical sciences, and much more. *MEDLINE Complete* searches citations from over 5,400 current biomedical journals. *MEDLINE Complete* is also the world's most comprehensive source of full text for medical journals, providing full text for over 1,800 journals indexed in MEDLINE.
- **Psychology and Behavioural Sciences Collection** - is a comprehensive database covering information concerning topics in emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational & experimental methods. This is the world's largest full text psychology database offering full text coverage for nearly 400 journals.
- **PsychINFO** – is the APA's resource for abstracts of scholarly journal articles, book chapters, books and dissertations. It is the largest resource devoted to peer-reviewed literature in behavioral science and mental health, with ninety-nine percent of the covered material peer-reviewed. *PsycINFO* contains over 3.3 million citations and summaries, and the journal coverage, which spans from 1800s to present, includes international material selected from around 2,500 periodicals in dozens of languages.

When using databases, be mindful that not all databases have access to full text articles. Also, articles that have been published within the last 12 months are generally embargoed, and are therefore not available in full text format from the database search. It may mean that if the article is crucial to your research that you may need to pay for it to get it online.

Free additional sources for getting articles include using GOOGLE SCHOLAR.

The secret to locating relevant materials, is undertaking a search that accurately reflects the topic, and which uses correct terminology and searching skills. The reason that many students are unsuccessful in locating articles, is because they do not search correctly or thoroughly. Notes to searching databases, and advanced searching techniques are available in the library.