

PSYC90076 Child Clinical Placement 2B

| Credit Points: | 18.75 | | | | | | | | |
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| Level: | 9 (Graduate/Postgraduate) | | | | | | | | |
| Dates & Locations: | 2011, Parkville This subject commences in the following study period/s: Year Long, Parkville - Taught on campus. | | | | | | | | |
| Time Commitment: | Contact Hours: 55 placement days over the year. 1.5 hour conference per week for 24 weeks. Total Time Commitment: Not available | | | | | | | | |
| Prerequisites: | <table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>PSYC90012 Clinical Placement 1</td><td>Year Long</td><td>12.50</td></tr></table> | | | Subject | Study Period Commencement: | Credit Points: | PSYC90012 Clinical Placement 1 | Year Long | 12.50 |
| Subject | Study Period Commencement: | Credit Points: | | | | | | | |
| PSYC90012 Clinical Placement 1 | Year Long | 12.50 | | | | | | | |
| Corequisites: | None | | | | | | | | |
| Recommended Background Knowledge: | Completion of psychology studies to fourth-year (Honours) level. | | | | | | | | |
| Non Allowed Subjects: | None | | | | | | | | |
| Core Participation Requirements: | For the purposes of considering requests for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements, Further details on the disability support scheme can be found at the Disability Liaison Unit website: http://www.services.unimelb.edu.au/disability/ | | | | | | | | |
| Coordinator: | Dr Rowena Conroy | | | | | | | | |
| Contact: | Sarah Drew sarah@unimelb.edu.au | | | | | | | | |
| Subject Overview: | <p>Fifty five (55) days of field placement within a community child and adolescent mental health clinic. Students are also required to participate in Clinical Case Conference while they are on placement. Clinical Case conference is held weekly during the teaching period</p> <p>Field placements may occur in a variety of child and adolescent mental health agencies across Melbourne. There will be a wide range of clients, clinical problems, assessments and outcomes across the age range as part of this experience. Some specialised experiences with particular disorders and settings will be available. The placements will provide students with an opportunity to gain valuable experience in the professional practice of clinical psychology. Students will be expected to see children, adolescents and families for assessment and individual treatment and to demonstrate that they possess the knowledge and skills to assess, diagnose and provide interventions for a variety of diagnostic problems. The integration of the placement experiential learning and the didactic content in course subjects and clinical case conference will provide students with the opportunities to evaluate the most appropriate interventions for a given disorder using evidence based treatment models. Generally students will be required to commit two days per week to external placements for 27 weeks of the year.</p> <p>Supervisors for the field placement component will be registered as both psychologists and supervisors with the Psychologists Registration Board of Victoria. In most cases they will also be a member (or eligible for membership) of the College of Clinical Psychologists of the Australian Psychological Society. The field supervisors will be responsible for ensuring that students are adequately introduced to the field setting and for day-to-day supervision of the student's placement. Field Supervisors will ensure that students are exposed to a range of clinical work, as far as possible allowing the student to function as would a clinical psychologist within the facility. Clinical Case Conference (Co-ordinator: Dr Lisa Phillips/Dr Rowena Conroy).</p> | | | | | | | | |

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| | <p>There are two major purposes for the clinical case conference. The first is to provide the opportunity (structure, feedback) for students to gain skills in presenting case material in an effective, professional manner, with emphases on the following:</p> <ul style="list-style-type: none"> # Selection of material (clinical content and focus of presentation) # Organisation of the material (format; use of overheads, etc) # Personal presentation skills # Physical environment # Timing of presentations # Evaluation/feedback <p>The second is to provide the opportunity for students to discuss selected clinical issues in a large group format, with emphases on the following:</p> <ul style="list-style-type: none"> # Focus/purpose for formal case presentations # Integration of clinical and research material within scientist-practitioner framework of professional practice. # Discussion of broad professional and ethical issues # Implementation of professional skills <p>Child specialisation students will alternate between a Clinical Case Conference taken with Clinical and Neuropsychology Students and a specialised Child Clinical Case Conference</p> |
| Objectives: | <p>The subject aims to provide the students with opportunities to experience a range of clinical presentations in paediatric and adolescent mental health and to begin functioning as a clinical psychologist, under the supervision of a field supervisor. Students will receive experience in history taking, conducting assessments, arriving at a case formulation and making treatment plans. Under supervision, students will be given the opportunity to develop competency in the provision of psychological treatments to individual children, adolescents and families, and (where appropriate) groups. In addition, the subject aims to give the student experience of professional psychology practice, including professional presentation, report writing and record keeping, managing a clinical caseload, and liaison with other professional practitioners.</p> |
| Assessment: | <p>1. A hurdle requirement of: attendance at placement for 8 hours per day for at least two days per week over approximately 27 weeks. Satisfactory attendance (greater than 80%) at clinical case conference. 2. Completion of placement goals assessed on a pass/fail basis. The initial assessment is undertaken by the Placement Coordinator, in consultation with the supervising clinician, on the basis of satisfactory attainment of placement goals following APAC accreditation placement standards. Placement goals are as follows: Experience in the administration and interpretation of a range of psychological assessment strategies and the writing of psychological reports; understanding of typical courses and prognoses of disorders, and capacity to develop appropriate treatment and management plans; experience with a variety of intervention strategies, which may include case management, individual therapy, family therapy and/or group interventions, and to be capable of evaluating those interventions; experience in functioning as an independent clinical psychologist within the facility, although closely supervised by field supervisors. If it becomes apparent during placement that the student's performance is inadequate in some respect, then the supervisors will attempt to rectify deficiencies, if necessary by requiring the student to undergo further training. Students who do not receive a satisfactory report from their placement supervisor may be required to complete a further placement before being passed in this component. The final decision as to whether the student has successfully completed placement will be taken by the course convenor.</p> |
| Prescribed Texts: | <p>Mash, E.J., & Barkley, R.A. (2007). Assessment of childhood disorders (4th Ed.). New York: Guilford. Mash, E.J. & Barkley, R.A. (2006). Treatment of childhood disorders (3rd Ed.). New York: Guilford.</p> |
| Breadth Options: | <p>This subject is not available as a breadth subject.</p> |
| Fees Information: | <p>Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees</p> |
| Generic Skills: | <p>This placement subject is designed to promote an in-dept understanding of specialist practice, to expand the range of ways in which learning occurs; to develop a capacity to work</p> |

collaboratively, to confront and manage unfamiliar problems, to value different cultures, and to develop a high regard for human rights, ethics and equity.