



# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	PSYCHOLOGICAL PRACTICE IN THE COMMUNITY
<b>Unit ID:</b>	PSYCM7129
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(PSYCM7011 and PSYCM7012)
<b>Co-requisite(s):</b>	(PSYCM7013)
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	090701

## Description of the Unit:

This unit is designed to develop knowledge and skills for the practice of clinical psychology in community mental health and public mental health settings. Students engaged in this unit will complete a short community-based placement that prepare them for external placement or practice in multi-disciplinary teams and complex mental health settings. Placement activities may include observational practice, professional development, psychological assessment or co-facilitation of intervention under the supervision of a Board-Approved supervisor

**Grade Scheme:** Ungraded (S, UN)

## Work Experience:

Wholly by work experience with Charge: Student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider.

**Placement Component:** Yes

**Supplementary Assessment:** No

Supplementary assessment is not available to students who gain a fail in this Unit.

## Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Learning Outcomes:****Knowledge:**

- K1.** Recognise the role and function of clinical psychological services within the placement organisation, and describe how these services contribute to the overall service provision model of the placement organisation
- K2.** Express knowledge of the role of a clinical psychologist in multi-disciplinary teams and the delivery of community and public mental health services
- K3.** Articulate knowledge of professional and ethical practice in a mental health setting
- K4.** Express knowledge of the ethical and professional requirements for continuous professional development for registered psychologists

**Skills:**

- S1.** Demonstrate competence in professional and ethical practice in a clinical team environment
- S2.** Demonstrate written and verbal skills for reflective practice
- S3.** Accurately identify appropriate resources for self-directed learning
- S4.** Accurately record learning goals and clinical logbooks

**Application of knowledge and skills:**

- A1.** Apply reflective practice skills and clinical administration skills to accurately complete logbooks and written reflections in a timely fashion
- A2.** Apply skills and knowledge in professional and ethical practice to engage with a multi-disciplinary team to facilitate positive client outcomes
- A3.** Apply knowledge of the discipline to develop learning goals and develop a written learning plan and identify suitable professional development opportunities

**Unit Content:**

Topics may include:

- This unit provides practical professional experience in clinical psychology, enabling students to attain an advanced level of clinical competency. This professional experience occurs within an approved external agency, under the supervision of a supervisor who has been approved by the Psychology Board of Australia, and who holds an Area of Practice Endorsement (AOPE) in Clinical Psychology

**FEDTASKS**

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	<p>Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in:</p> <ul style="list-style-type: none"> <li>• Using and demonstrating a high level of verbal and non-verbal communication</li> <li>• Demonstrating a mastery of listening for meaning and influencing via active listening</li> <li>• Demonstrating and showing empathy for others</li> <li>• High order skills in negotiating and conflict resolution skills</li> <li>• Demonstrating mastery of working respectfully in cross-cultural and diverse teams.</li> </ul>	K1 K2 K3 S1 S2 A2	AT3, AT4
FEDTASK 2 Leadership	<p>Students at this level will demonstrate a mastery in professional skills and behaviours in leading others.</p> <ul style="list-style-type: none"> <li>• Creating and sustaining a collegial environment</li> <li>• Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions</li> <li>• Inspiring and initiating opportunities to lead others</li> <li>• Making informed professional decisions</li> <li>• Demonstrating initiative in new professional situations</li> </ul>	K1 K2 S1	AT3
FEDTASK 3 Critical Thinking and Creativity	<p>Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Reflecting critically to generate and consider complex ideas and concepts at an abstract level</li> <li>• Analysing complex and abstract ideas, concepts and information</li> <li>• Communicate alternative perspectives to justify complex ideas</li> <li>• Demonstrate a mastery of challenging conventional thinking to clarify complex concepts</li> <li>• Forming creative solutions in problem solving to new situations for further learning</li> </ul>	N/A	N/A
FEDTASK 4 Digital Literacy	<p>Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally</li> <li>• Collating, managing complex data, accessing and using digital data securely</li> <li>• Receiving and responding professionally to messages in a range of professional digital media</li> <li>• Contributing competently and professionally to digital teams and working groups</li> <li>• Participating at a high level in digital learning opportunities</li> </ul>	N/A	N/A

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts</li> <li>• Professionally committing to the promulgation of social responsibility</li> <li>• Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others</li> <li>• Generating, leading and implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	S1 S2 A2	AT2, AT3

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1 K4 S3 S4 A3	Professional Development Plan	Practical and Written Task	S/U
K1 K2 K3 S1 S2 S4 A1	Log Book	Written Task	S/U
K1 K2 K3 S1 A2	Professional Practice Hours	Practical and Written Task	S/U
K1 K2 K3 S1 S2 A2	Placement Review	Review	S/U

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)