



PSYP904

Working with Special Populations

S2 Day 2017

Department of Psychology

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General Information

Unit convenor and teaching staff

Andrew Baillie

andrew.baillie@mq.edu.au

Julie Boulis

julie.boulis@mq.edu.au

Julie Boulis

julie.boulis@mq.edu.au

Credit points

4

Prerequisites

Admission to MProfPsych

Corequisites

Co-badged status

Unit description

In this unit, students will be introduced to a range of presentations that pose special challenges for professional psychologists in terms of assessment and clinical management, including: indigenous and CALD clients; clients with psychosis; clients with alcohol and/or substance abuse problems; clients with intellectual disabilities; clients experiencing one or more forms of trauma; clients experiencing grief and loss; clients at risk of self-harm and/or suicidality; and clients seeking relationship counselling. The focus is on the unique challenges posed by these different presentations and on the approaches to assessment, counselling and clinical management most likely to be effective for each. Where appropriate, the use of additional therapeutic modalities (ie, additional to those covered in PSYP903 and PSYP905), such as the use of Emotion-Focused Therapy in couples counselling and Motivation Interviewing for substance abuse problems and eMental Health will be considered.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

Explain evidence-based therapy regarding the psychopathology of a range of child,

adolescent and adult psychological disorders.

Review the evidence based diagnostic, assessment, and treatment procedures of key cognitive and behavioural procedures for traumatised clients across the lifespan.

Integrate and synthesise the learning and knowledge of Emotional Focused Therapy theory and principles with procedural techniques used in Relationship counselling.

Implement communication skills effectively in writing and through oral presentations with clients and other professionals.

Summarise and explain pharmacotherapy with the nature, modes of action and effects of drugs to facilitate effective communication with other carers.

Recognise the issues and obstacles for delivering effective cultural psychological interventions particularly, with Indigenous Australians, diverse and vulnerable populations.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Suicide Assessment Report</u>	50%	No	TBA
<u>Oral Presentation</u>	50%	Yes	TBA

Suicide Assessment Report

Due: **TBA**

Weighting: **50%**

Suicide Assessment Report 2000 words

You have been referred a client, Marianne Jones, for psychological assessment in relation to her claim for Workers Compensation. In addition to questions of liability, the Insurance Company wishes you to make a comment about relevant diagnostic and/or clinical issues and appropriate treatment options. The following information is gained from notes taken with Marianne during psychological assessment. Relevant test data is also included. You are asked to write a brief report - addressed to the Insurance Company (copy to GP) - outlining the following: 1.

Background to the Referral. 2. Client Presentation. 3. Psychological Assessment. 4.

Psychometric Assessment. 5. Opinion. 6. Recommendations Referral: Marianne Jones Age: 46 years Marital Status: Separated Children: Two Occupation: Clerk Injury: Victim of attempted robbery 9 months ago whilst at work Presentation: Stated age, heavy set, nicely dressed, visibly distressed and tearful, flat and depressed, polite, cooperative, oriented and alert. Notes from Interview: Reported that she was victim of attempted robbery whilst at work. Man came in with a gun, yelled at her, demanded money and told her he would kill her if she did not comply. She screamed and a passer-by overheard and looked in the window. Offender noticed this and ran away. Marianne fell to the floor, crying and shaking and mumbling that she thought she was going to die. Taken to hospital – no physical injuries, released to go home. Treated with Valium

for one week. Marianne said that she felt numb for 2- 3 days after the assault. Stayed home in front of TV during that time. Then crying started and didn't stop for several days. Marianne said that she started having flashbacks about ten days after the incident. Occurred both in dreams and when awake. Distressing, aroused and agitated. Other symptoms: Sleep disturbance, social withdrawal, decreased appetite, low mood, no longer reading – used to love it Meds: Effexor
Suicide Risk Assessment: Current ideation – says doesn't want to die Previous attempt – three years ago after split from husband of 20 years. OD'd on pills found in her bathroom Current plan – only vague but mentioned she had thought about overdosing on her antidepressants Supports: 2 children: Son 25 years – lives in Victoria for work and a Daughter 21 years – recently married and no longer living with Marianne Test Results: BDI: 20; BHS: 17; BAI: 12; SCL 90-R: See "Attachment 3" on final page of handbook.

On successful completion you will be able to:

- Explain evidence-based therapy regarding the psychopathology of a range of child, adolescent and adult psychological disorders.
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- Integrate and synthesise the learning and knowledge of Emotional Focused Therapy theory and principles with procedural techniques used in Relationship counselling.
- Implement communication skills effectively in writing and through oral presentations with clients and other professionals.
- Summarise and explain pharmacotherapy with the nature, modes of action and effects of drugs to facilitate effective communication with other carers.

Oral Presentation

Due: **TBA**

Weighting: **50%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Hurdle assessment. This assessment enables students to demonstrate minimum competency in psychology skills integral to treatment planning and for presentations in many clinical settings where you may be required to communicate and promote service goals and outcomes. This live skill oral presentation assessment will enable students to demonstrate 'fitness to practice' as a psychologist in terms of ability to access, critically interpret, and communicate key findings from the research literature bearing on a given area of applied professional psychology practice. Consistent with the Assessment Policy, students who make a serious attempt, but fail to meet minimum standards will be given a second opportunity to complete the task to the minimum standard. The minimum standards will be defined as at least Functional level in a rubric that will be made available to students and that will be based on standards required by APAC. Students who fail to meet minimum standards on the second attempt will fail the unit. For those who pass the second attempt, a maximum mark of 50% (PASS) will be given for the PSY904 Working with

Special Populations, live skills oral presentation assessment 2.

Critique Research/Oral presentation maximum 30 minutes (includes 15 minute group discussion)

The purpose of this assignment is to give you the opportunity to demonstrate your ability to access, critically interpret, and communicate key findings from the research literature bearing on a given area of applied professional psychology practice. You will also be required to lead a group discussion among your fellow students. These skills are important for treatment planning and for presentations in many clinical settings where you may be required to communicate and promote service goals and outcomes. Step 1: Choose an applied topic of interest to you Identify a brief, specific, professional practice case scenario. Examples could include working with a client who reports that he is “drinking too much” and very “down”, a client who reports that she can’t control her eating and resorts to making herself vomit after meals to try and compensate for her overeating, or a client who reports that her son has been torturing the neighbours’ pets and threatening to hurt his sister (these are just examples: choose a professional practice scenario that is of interest to you!). Step 2: Literature search Review the literature on current best practice in your chosen area. See p.16 for guidelines on online literature searches or visit the Library’s online Information Skills training at <http://infoskills.mq.edu.au/> Issues that might be considered include: • What are the treatment (or prevention) approaches most often used in such cases? • What research evidence is there to support different possible approaches? • What difficulties might be expected in managing (or preventing) such cases? • What research might be needed in future to better inform the clinical management (or prevention) of such cases? • Results of literature search and key references should be included in the power point presentation Note: There is no need to conduct a systematic literature review for this assignment (this will, however, be required for PSYP 910). Rather, you should seek one or more recent review papers that summarises the evidence for different possible approaches to the management of your chosen scenario. Relevant published case reports and/or case series might also be considered. The focus of the assignment is on your ability to interpret relevant research evidence and convey what you find to your audience in an engaging way that promotes group discussion of key issues relating to your chosen scenario. Step 3: Prepare and give a talk (approx. 15 minutes) on your chosen topic and lead a group discussion (approx. 10-15 mins) (maximum of 30 minutes/ presentation). • Copies of the power point presentation should be provided to audience members • See below for guidelines on giving your presentation • Provide each audience member (4 other students and one assessor) with a copy of your overheads • The use of additional materials (such as additional handouts or other visual aids) to facilitate discussion and promote audience engagement is encouraged.

On successful completion you will be able to:

- Explain evidence-based therapy regarding the psychopathology of a range of child, adolescent and adult psychological disorders.
- Review the evidence based diagnostic, assessment, and treatment procedures of key cognitive and behavioural procedures for traumatised clients across the lifespan.
- Integrate and synthesise the learning and knowledge of Emotional Focused Therapy theory and principles with procedural techniques used in Relationship counselling.

- Implement communication skills effectively in writing and through oral presentations with clients and other professionals.
- Recognise the issues and obstacles for delivering effective cultural psychological interventions particularly, with Indigenous Australians, diverse and vulnerable populations.

Delivery and Resources

The unit is comprised of lectures

Lectures: 4 x 6 hour lecture on Wednesday

2 x 6 hour lecture on Saturday

Learning and Teaching Activities

Non-Dominant Cultures / Trauma Counselling

Small group discussion

Intellectual Disability / Alcohol & Substance Abuse

Large group discussion

Suicide Risks / Indigenous Sensitivity

Group evaluation and implementation of protocols with a collaborative drawing project

Psychoses / Relationship Counselling

Demonstrations and role plays

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of

Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in *eStudent*. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their

professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Explain evidence-based therapy regarding the psychopathology of a range of child, adolescent and adult psychological disorders.
- Implement communication skills effectively in writing and through oral presentations with clients and other professionals.
- Summarise and explain pharmacotherapy with the nature, modes of action and effects of drugs to facilitate effective communication with other carers.
- Recognise the issues and obstacles for delivering effective cultural psychological interventions particularly, with Indigenous Australians, diverse and vulnerable populations.

Assessment tasks

- Suicide Assessment Report
- Oral Presentation

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Explain evidence-based therapy regarding the psychopathology of a range of child, adolescent and adult psychological disorders.
- Review the evidence based diagnostic, assessment, and treatment procedures of key cognitive and behavioural procedures for traumatised clients across the lifespan.
- Integrate and synthesise the learning and knowledge of Emotional Focused Therapy theory and principles with procedural techniques used in Relationship counselling.
- Implement communication skills effectively in writing and through oral presentations with clients and other professionals.
- Summarise and explain pharmacotherapy with the nature, modes of action and effects of drugs to facilitate effective communication with other carers.
- Recognise the issues and obstacles for delivering effective cultural psychological interventions particularly, with Indigenous Australians, diverse and vulnerable

populations.

Assessment tasks

- Suicide Assessment Report
- Oral Presentation

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Explain evidence-based therapy regarding the psychopathology of a range of child, adolescent and adult psychological disorders.
- Review the evidence based diagnostic, assessment, and treatment procedures of key cognitive and behavioural procedures for traumatised clients across the lifespan.
- Integrate and synthesise the learning and knowledge of Emotional Focused Therapy theory and principles with procedural techniques used in Relationship counselling.
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Assessment tasks

- Suicide Assessment Report
- Oral Presentation

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Explain evidence-based therapy regarding the psychopathology of a range of child, adolescent and adult psychological disorders.
- Review the evidence based diagnostic, assessment, and treatment procedures of key cognitive and behavioural procedures for traumatised clients across the lifespan.
- Summarise and explain pharmacotherapy with the nature, modes of action and effects of drugs to facilitate effective communication with other carers.

Assessment tasks

- Suicide Assessment Report
- Oral Presentation

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Review the evidence based diagnostic, assessment, and treatment procedures of key cognitive and behavioural procedures for traumatised clients across the lifespan.
- Integrate and synthesise the learning and knowledge of Emotional Focused Therapy theory and principles with procedural techniques used in Relationship counselling.
- Implement communication skills effectively in writing and through oral presentations with clients and other professionals.
- Summarise and explain pharmacotherapy with the nature, modes of action and effects of drugs to facilitate effective communication with other carers.
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Assessment tasks

- Suicide Assessment Report
- Oral Presentation

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in

relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Integrate and synthesise the learning and knowledge of Emotional Focused Therapy theory and principles with procedural techniques used in Relationship counselling.
- Summarise and explain pharmacotherapy with the nature, modes of action and effects of drugs to facilitate effective communication with other carers.
- Recognise the issues and obstacles for delivering effective cultural psychological interventions particularly, with Indigenous Australians, diverse and vulnerable populations.

Assessment tasks

- Suicide Assessment Report
- Oral Presentation

Changes since First Published

Date	Description
26/08/2017	Further information provided for a hurdle assessment.