# PSYO904

## Counselling and Mental Health in Organisations

S1 Day 2018

*Department of Psychology*

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# General Information

| |
|---|
| Unit convenor and teaching staff<br>Lecturer and unit chair<br>Monique Crane<br>monique.crane@mq.edu.au<br>Contact via 9850 8604<br>C3A 509<br>by appointment |
| Credit points<br>4 |
| Prerequisites<br>Admission to MOrgPsych |
| Corequisites |
| Co-badged status |
| Unit description<br>Organisations are increasingly becoming involved in the mental health and wellbeing of employees. It is likely that this is a consequence of two central factors: (1) community pressure for organisations to take greater responsibility for employee mental health (as is the case for physical health), and (2) ensuring performance in a competitive commercial climate. Thus, organisational psychologist may find the requirement to blend their knowledge of organisational behaviour with knowledge of mental health as it relates to the workplace. This unit aims to provide masters students in organisational psychology with a basic understanding of counselling techniques, suicide-risk assessment, common psychopathology and intervention strategies and their relevance to practice within organisations. |

## 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:

- Demonstrate a working knowledge of theories and models of workplace stress
- Ability to use methods of psychological investigation
- Use structured interviewing for diagnostic purposes

Ability to construct interview questions

Ability to formulate hypotheses about organisational problems

Use interpersonal communication skills

Demonstrate written communication skills

Demonstrate knowledge of psychopathology and diagnostic classification systems

Demonstrate ability to design psychological interventions

Ability to select appropriate mental health assessment tools

Use the cognitive behavioural therapy model

Knowledge of legal and professional matters

Demonstrate knowledge of sexuality and cultural issues in the workplace

Ability to take appropriate notes and keep records

# Assessment Tasks

| Name | Weighting | Hurdle | Due |
|---|---|---|---|
| Interview schedule | 50% | No | 30th March 2018 |
| Treatment plan | 50% | No | 5:00pm 20th April 2018 |

## Interview schedule

Due: **30th March 2018**
Weighting: **50%**

The role of your interview will be to determine:

- The key stressors underpinning the staff members' distress
- The core psychological problems that seem to be emerging as a consequence of these stressors

**Grades will be allocated on the basis of:**

1. The use of organisational and other theoretical perspectives to form the basis of hypothesis (40% of assignment grade).
2. The formulation of hypotheses based on relevant theoretical perspectives about the key issues underpinning staff member distress (20% of assignment grade)
3. Your ability to gain interviewee consent (5% of assignment grade)
4. The appropriate use of interview questions to examine your hypotheses and determine the nature of distress (e.g., psychological outcomes for staff) (35% of assignment grade).

Students are required to submit the following:

1. A 800 word summary describing your formulation of the possible core issues impacting staff member distress based on relevant research
1. A 1200 word interview schedule with comments (footnotes or otherwise) detailing the relevance of questions to your hypotheses where appropriate.

On successful completion you will be able to:

- Demonstrate a working knowledge of theories and models of workplace stress
- Ability to use methods of psychological investigation
- Use structured interviewing for diagnostic purposes
- Ability to construct interview questions
- Ability to formulate hypotheses about organisational problems
- Use interpersonal communication skills
- Demonstrate written communication skills
- Knowledge of legal and professional matters
- Ability to take appropriate notes and keep records

## Treatment plan

Due: **5:00pm 20th April 2018**
Weighting: **50%**

Produce a 10 session treatment plan for the client (Karen) displayed in the vignette (see iLearn) (2000 words).

**You need to:**

1. Suggest a possible diagnosis of Karen and how Karen's symptoms relate to the DSM criteria for that disorder (20% assignment grade)
2. Suggest possible assessments to confirm your diagnosis and rule out alternative diagnoses (10% assignment grade)
3. Provide a 10 session treatment plan for Karen (assuming your diagnosis is correct) using recognised strategies for treating this particular problem (40% assignment grade)
4. Inclusion of homework activities and aspects of the plan that can be carried out in the workplace to assist Karen perform more effectively at work (30% assignment grade)

On successful completion you will be able to:

- Demonstrate a working knowledge of theories and models of workplace stress
- Demonstrate written communication skills

- Demonstrate knowledge of psychopathology and diagnostic classification systems
- Demonstrate ability to design psychological interventions
- Ability to select appropriate mental health assessment tools
- Use the cognitive behavioural therapy model
- Knowledge of legal and professional matters
- Demonstrate knowledge of sexuality and cultural issues in the workplace
- Ability to take appropriate notes and keep records

# Delivery and Resources

This unit involves three lectures, two research highlight clips, and three full-day workshops. A minimal amount of content will be delivered in lecture form. Students will mostly be encouraged to participate in a variety of activities that will allow them to practice skills and receive immediate personalised feedback.

Students are expected to do the mandatory background reading before the classes, and be able to provide a short verbal summary of readings and respond to questions relating to those readings. There will often be concept-or skill-development activities performed in class, usually in groups, but students will also be assigned activities to perform between classes.

In addition to reading set papers, you are encouraged to consult textbooks and read other journal articles. This will be valuable for developing knowledge, and essential for completing assessment tasks.

# Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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

- Demonstrate a working knowledge of theories and models of workplace stress
- Ability to construct interview questions
- Demonstrate knowledge of psychopathology and diagnostic classification systems
- Demonstrate ability to design psychological interventions
- Ability to select appropriate mental health assessment tools
- Knowledge of legal and professional matters
- Demonstrate knowledge of sexuality and cultural issues in the workplace
- Ability to take appropriate notes and keep records

### Assessment tasks

- Interview schedule
- Treatment plan

## 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

- Demonstrate a working knowledge of theories and models of workplace stress
- Ability to use methods of psychological investigation
- Ability to construct interview questions
- Ability to formulate hypotheses about organisational problems
- Demonstrate knowledge of psychopathology and diagnostic classification systems
- Demonstrate ability to design psychological interventions
- Ability to select appropriate mental health assessment tools
- Use the cognitive behavioural therapy model

- Demonstrate knowledge of sexuality and cultural issues in the workplace

## Assessment tasks

- Interview schedule
- Treatment plan

# 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

- Demonstrate a working knowledge of theories and models of workplace stress
- Ability to use methods of psychological investigation
- Ability to formulate hypotheses about organisational problems
- Demonstrate knowledge of psychopathology and diagnostic classification systems
- Demonstrate ability to design psychological interventions
- Ability to select appropriate mental health assessment tools
- Use the cognitive behavioural therapy model
- Knowledge of legal and professional matters
- Demonstrate knowledge of sexuality and cultural issues in the workplace

## Assessment tasks

- Interview schedule
- Treatment plan

# 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

- Demonstrate a working knowledge of theories and models of workplace stress
- Ability to use methods of psychological investigation

- Ability to formulate hypotheses about organisational problems
- Demonstrate knowledge of psychopathology and diagnostic classification systems
- Demonstrate ability to design psychological interventions
- Ability to select appropriate mental health assessment tools
- Knowledge of legal and professional matters

### Assessment tasks

- Interview schedule
- Treatment plan

## 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

- Use structured interviewing for diagnostic purposes
- Ability to construct interview questions
- Use interpersonal communication skills
- Demonstrate written communication skills

### Assessment tasks

- Interview schedule
- Treatment plan

## 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

- Use structured interviewing for diagnostic purposes
- Use interpersonal communication skills
- Knowledge of legal and professional matters

- Demonstrate knowledge of sexuality and cultural issues in the workplace
- Ability to take appropriate notes and keep records

## Assessment tasks

- Interview schedule
- Treatment plan