



# PSYC993

## Clinical Psychology Therapy 3

S1 Day 2019

*Department of Psychology*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Co-convenor

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Co-convenor

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Credit points

4

Prerequisites

PSYC985 and PSYC988 and PSYC989

Corequisites

Co-badged status

Unit description

This unit covers evidence-based practice in the understanding and management of psychological disorders, at an advanced level. The focus will be on advanced therapy skills in the selection, tailoring and implementation of appropriate evidence-based case-formulated interventions for specialized and complex mental health and neurological populations. Material will cover the monitoring of outcomes and modifications required based on evolving case formulation for the following neurological and mental health disorders across the lifespan: neurocognitive disorders including memory and cognitive disorders, Autism Spectrum disorders, Sleep disorders, Stress and Trauma-related disorders including Adjustment disorder and Complex trauma.

## 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:

Gather relevant information and report on updated evidence-based interventions using case formulation for working with stressed/trauma-related, neurological and health-related populations across the life-span.

Demonstrate understanding and effective application of principles and methods of empirically supported therapeutic approaches for working with stressed, traumatized, neurological and health related populations across the lifespan.

Describe how to monitor therapeutic progress for working with stress/trauma-related disorders, health-related populations including neurological conditions across the lifespan, informed by evolving case formulations

Demonstrate understanding of appropriate collaboration with relevant health service professionals regarding case formulation and treatment plans for working with individuals and families with complex mental health problems, medical conditions, and/or comorbidities

Demonstrate professional competency in applying appropriate evidence-based interventions using case formulation for: 1) somatic disorders, 2), health-related disorders, 3) autism spectrum disorder, 4) stress and trauma-related disorders, and 5) more complex comorbid presentations

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Clinical case report</u>	45%	Yes	Week 12
<u>Practical Viva and Reflective</u>	55%	Yes	Week 13 - Tues or Wed

### Clinical case report

Due: **Week 12**

Weighting: **45%**

**This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)**

3000 words.

The aim of this assignment is to demonstrate that you can formulate an evidence based treatment plan to address the client's presenting problem (based on a client vignette), as well as discuss the recommended treatment formulation with the client outlining at least one core therapy component. You will also be required to demonstrate knowledge in monitoring treatment progress and outcomes based on the client vignette (presenting with problem(s) pertaining to disorders covered in this unit).

On successful completion you will be able to:

- Gather relevant information and report on updated evidence-based interventions using case formulation for working with stressed/trauma-related, neurological and health-related populations across the life-span.
- Demonstrate understanding and effective application of principles and methods of empirically supported therapeutic approaches for working with stressed, traumatized, neurological and health related populations across the lifespan.
- Describe how to monitor therapeutic progress for working with stress/trauma-related disorders, health-related populations including neurological conditions across the lifespan, informed by evolving case formulations
- Demonstrate understanding of appropriate collaboration with relevant health service professionals regarding case formulation and treatment plans for working with individuals and families with complex mental health problems, medical conditions, and/or comorbidities
- Demonstrate professional competency in applying appropriate evidence-based interventions using case formulation for: 1) somatic disorders, 2), health-related disorders, 3) autism spectrum disorder, 4) stress and trauma-related disorders, and 5) more complex comorbid presentations

## Practical Viva and Reflective

Due: **Week 13 - Tues or Wed**

Weighting: **55%**

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

Practical Viva and Reflective Report (20 mins and 1500 words).

You will be required to conduct part of an evidence based therapy session based on a client vignette (issued to each student in Week 11 of the unit). Each student will have a maximum of 20 mins for the oral viva (live demonstration). Following your Viva you are also required to submit a reflective report (1500 words) which summarises your reflections on your performance, which is due the next day following your Viva assessment.

\* NB - students will be required to work in dyads, although each student will be issued a separate client vignette within each dyad. Allocation for your Viva Assessment date and time will be confirmed by unit Convenors in Week 2 of the unit, as half the class will be allocated to present their Viva on Tuesday 4th June at a designated time, whilst half the class will be allocate to Wed 5th June.

On successful completion you will be able to:

- Gather relevant information and report on updated evidence-based interventions using case formulation for working with stressed/trauma-related, neurological and health-related populations across the life-span.
- Demonstrate understanding and effective application of principles and methods of empirically supported therapeutic approaches for working with stressed, traumatized, neurological and health related populations across the lifespan.
- Describe how to monitor therapeutic progress for working with stress/trauma-related disorders, health-related populations including neurological conditions across the lifespan, informed by evolving case formulations
- Demonstrate understanding of appropriate collaboration with relevant health service professionals regarding case formulation and treatment plans for working with individuals and families with complex mental health problems, medical conditions, and/or comorbidities
- Demonstrate professional competency in applying appropriate evidence-based interventions using case formulation for: 1) somatic disorders, 2), health-related disorders, 3) autism spectrum disorder, 4) stress and trauma-related disorders, and 5) more complex comorbid presentations

## Delivery and Resources

There will be a one 3-hour seminar per week, on Wednesdays (12noon until 3pm) each week of Session 1. The seminars and workshops will involve evidence based coverage of therapy topics and will also include practical skills training. Students will be required to prepare for both seminars and workshops by completing required readings. Additional resources and reading material will be provided throughout the course during the relevant sections.

## Unit Schedule

Week	Date	Topic	Lecturer
1	27 Feb	General Introduction to unit (60-90 minute class - Week 1 only)	MK/PG
2	6 March	Intro and somatization disorders (assessment and theories)	MK
3	13 March	Somatization disorders -therapy	MK
4	20 March	Stress and Trauma-related disorders - Working with children/families	MK
5	27 March	Stress and Trauma-related disorders- Comorbid and complex presentations (1)	MK

6	3 April	Stress and Trauma-related disorders- Comorbid and complex presentations (2)	MK
7	10 April	Autism spectrum disorder -therapy	PG
MID-SEMESTER BREAK			
8	1 May	Chronic pain -therapy -part 1	PG
9	8 May	Chronic pain -therapy -part 2	PG
10	15 May	BII-phobia, vasovagal responses, and cardiovascular disease -therapies -part 1	PG
11	22 May	Cardio -part 2	PG
12	29 May	Cancer & chronic illnesses -therapies	PG
13	4th and 5th June	Full day Viva assessment with PG and MK	PG&MK

Timetables for seminars can be found on the University website at: <https://timetables.mq.edu.au/2019/>

## Learning and Teaching Activities

### Seminars

Engagement with material and participation in class is essential

### Role play

There will be role play practice opportunities of key skills across various seminars

## 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) (<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) (<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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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](http://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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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/](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

- Gather relevant information and report on updated evidence-based interventions using case formulation for working with stressed/trauma-related, neurological and health-related populations across the life-span.
- Demonstrate understanding and effective application of principles and methods of empirically supported therapeutic approaches for working with stressed, traumatized, neurological and health related populations across the lifespan.
- Describe how to monitor therapeutic progress for working with stress/trauma-related disorders, health-related populations including neurological conditions across the lifespan, informed by evolving case formulations
- Demonstrate understanding of appropriate collaboration with relevant health service professionals regarding case formulation and treatment plans for working with individuals and families with complex mental health problems, medical conditions, and/or comorbidities
- Demonstrate professional competency in applying appropriate evidence-based interventions using case formulation for: 1) somatic disorders, 2), health-related disorders, 3) autism spectrum disorder, 4) stress and trauma-related disorders, and 5) more complex comorbid presentations

#### Assessment tasks

- Clinical case report
- Practical Viva and Reflective



## Learning and teaching activities

- Engagement with material and participation in class is essential
- There will be role play practice opportunities of key skills across various seminars

## 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

- Gather relevant information and report on updated evidence-based interventions using case formulation for working with stressed/trauma-related, neurological and health-related populations across the life-span.
- Demonstrate understanding and effective application of principles and methods of empirically supported therapeutic approaches for working with stressed, traumatized, neurological and health related populations across the lifespan.
- Describe how to monitor therapeutic progress for working with stress/trauma-related disorders, health-related populations including neurological conditions across the lifespan, informed by evolving case formulations
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## Assessment tasks

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## Learning and teaching activities

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## 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

- Gather relevant information and report on updated evidence-based interventions using case formulation for working with stressed/trauma-related, neurological and health-related populations across the life-span.
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### Assessment tasks

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### Learning and teaching activities

- Engagement with material and participation in class is essential
- There will be role play practice opportunities of key skills across various seminars

## 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**

- Gather relevant information and report on updated evidence-based interventions using case formulation for working with stressed/trauma-related, neurological and health-related populations across the life-span.
- Demonstrate understanding and effective application of principles and methods of empirically supported therapeutic approaches for working with stressed, traumatized, neurological and health related populations across the lifespan.
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## **Assessment tasks**

- Clinical case report
- Practical Viva and Reflective

## **Learning and teaching activities**

- Engagement with material and participation in class is essential
- There will be role play practice opportunities of key skills across various seminars

## **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

- Gather relevant information and report on updated evidence-based interventions using case formulation for working with stressed/trauma-related, neurological and health-related populations across the life-span.
- Describe how to monitor therapeutic progress for working with stress/trauma-related disorders, health-related populations including neurological conditions across the lifespan, informed by evolving case formulations
- Demonstrate understanding of appropriate collaboration with relevant health service professionals regarding case formulation and treatment plans for working with individuals and families with complex mental health problems, medical conditions, and/or comorbidities
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## Assessment tasks

- Clinical case report
- Practical Viva and Reflective

## Learning and teaching activities

- Engagement with material and participation in class is essential
- There will be role play practice opportunities of key skills across various seminars

## 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

- Gather relevant information and report on updated evidence-based interventions using case formulation for working with stressed/trauma-related, neurological and health-related populations across the life-span.
- Demonstrate understanding and effective application of principles and methods of empirically supported therapeutic approaches for working with stressed, traumatized,

neurological and health related populations across the lifespan.

- Demonstrate understanding of appropriate collaboration with relevant health service professionals regarding case formulation and treatment plans for working with individuals and families with complex mental health problems, medical conditions, and/or comorbidities
- Demonstrate professional competency in applying appropriate evidence-based interventions using case formulation for: 1) somatic disorders, 2), health-related disorders, 3) autism spectrum disorder, 4) stress and trauma-related disorders, and 5) more complex comorbid presentations

## **Assessment task**

- Practical Viva and Reflective

## **Learning and teaching activity**

- Engagement with material and participation in class is essential
- There will be role play practice opportunities of key skills across various seminars

## **Changes from Previous Offering**

This is the first year this unit is being offered.