



PSYC989

Clinical Psychology Therapy 2

S2 Day 2019

Department of Psychology

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General Information

Unit convenor and teaching staff

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Credit points

4

Prerequisites

Admission to MCLinPsych and PSYC985 and PSYC986 and PSYC987

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 more severe and complex mental health populations. Material will cover the monitoring of outcomes and modifications required based on evolving case formulation for complex comorbidities, as well as the following mental health disorders across the lifespan: 1) externalising disorders, 2) eating and feeding disorders, 3) substance use disorders, 4) personality disorders, and 5) psychosis and bipolar disorder. Related content on consultation and collaboration with other professionals regarding clinical planning and referrals around complex presentations will also be covered.

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 in the selection, tailoring and implementation of appropriate evidence-based interventions on the basis of an initial case formulation for complex presentations and/or with comorbidities.

Explain how to monitor outcomes and modifications based on evolving case formulation, in particular as required for complex comorbidities, personality disorders and psychotic processes.

Report and demonstrate the principles and methods of empirically supported interventions across the lifespan for the following clinical disorders: 1) externalising disorders, 2) eating and feeding disorders, 3) substance use disorders, 4) personality disorders, and 5) psychosis and bipolar disorder.

Demonstrate advanced critical thinking and psychological knowledge to solve problems related to the treatment of complex comorbidities in the area of clinical psychology.

Report on the process of consultation and collaboration with other professionals regarding clinical planning and referrals around complex case presentations.

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|--------------------------------------|-----------|--------|-----------------------|
| Clinical Case Report | 20% | No | Week 6, 4th Sept, 1pm |

| Name | Weighting | Hurdle | Due |
|-----------------------------------|-----------|--------|---------------------------------|
| <u>Viva and Reflective Report</u> | 40% | Yes | Weeks 8-9 times to be allocated |
| <u>Exam</u> | 40% | No | Week 13, 6th Nov, 1pm |

Clinical Case Report

Due: **Week 6, 4th Sept, 1pm**

Weighting: **20%**

Clinical case report assessing competence in: a) planning advanced evidence-based interventions on the basis of an initial case formulation, b) monitoring outcomes and modifications as required for complex presentations, and c) the application of psychological knowledge to solve problems related to the treatment of severe and complex disorders.

On successful completion you will be able to:

- Gather relevant information in the selection, tailoring and implementation of appropriate evidence-based interventions on the basis of an initial case formulation for complex presentations and/or with comorbidities.
- Explain how to monitor outcomes and modifications based on evolving case formulation, in particular as required for complex comorbidities, personality disorders and psychotic processes.
- Report and demonstrate the principles and methods of empirically supported interventions across the lifespan for the following clinical disorders: 1) externalising disorders, 2) eating and feeding disorders, 3) substance use disorders, 4) personality disorders, and 5) psychosis and bipolar disorder.
- Demonstrate advanced critical thinking and psychological knowledge to solve problems related to the treatment of complex comorbidities in the area of clinical psychology.

Viva and Reflective Report

Due: **Weeks 8-9 times to be allocated**

Weighting: **40%**

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

Clinical skills viva where students are required to demonstrate minimum competency in applying the principles and methods of empirically supported interventions across the lifespan for one of the following clinical disorders: 1) externalising disorders, 2) eating and feeding disorders, 3) substance use disorders, 4) personality disorders, or 5) psychosis and bipolar disorder.

On successful completion you will be able to:

- Report and demonstrate the principles and methods of empirically supported interventions across the lifespan for the following clinical disorders: 1) externalising disorders, 2) eating and feeding disorders, 3) substance use disorders, 4) personality disorders, and 5) psychosis and bipolar disorder.

Exam

Due: **Week 13, 6th Nov, 1pm**

Weighting: **40%**

Final exam assessing competence in grasping the principles of: a) advanced evidence-based interventions on the basis of an initial case formulation, b) monitoring outcomes and modifications as required for complex presentations, c) knowledge of the principles and methods of empirically supported interventions across the lifespan for severe and complex presentations related to: 1) externalising disorders, 2) eating and feeding disorders, 3) substance use disorders, 4) personality disorders, and 5) psychosis and bipolar disorder, and d) advanced critical thinking and psychological knowledge to solve problems related to the treatment of complex comorbidities.

On successful completion you will be able to:

- Gather relevant information in the selection, tailoring and implementation of appropriate evidence-based interventions on the basis of an initial case formulation for complex presentations and/or with comorbidities.
- Explain how to monitor outcomes and modifications based on evolving case formulation, in particular as required for complex comorbidities, personality disorders and psychotic processes.
- Report and demonstrate the principles and methods of empirically supported interventions across the lifespan for the following clinical disorders: 1) externalising disorders, 2) eating and feeding disorders, 3) substance use disorders, 4) personality disorders, and 5) psychosis and bipolar disorder.
- Demonstrate advanced critical thinking and psychological knowledge to solve problems related to the treatment of complex comorbidities in the area of clinical psychology.
- Report on the process of consultation and collaboration with other professionals regarding clinical planning and referrals around complex case presentations.

Delivery and Resources

Teaching material will be presented using a variety of formats including powerpoint presentations (slides will be available on iLearn), video and/or audio clips, class discussions, additional reading material, and in class role-plays.

Unit Schedule

Week 1. Introduction and Generic Therapy Skills when Working with Children and Adolescents

Week 2. Child and Adolescent Anxiety

Week 3. Child and Adolescent Externalising Disorders

Week 4. Child and Adolescent Depression

Week 5. Adult Externalising Disorders

Week 6. Substance Use Disorders

Week 7. Psychosis/Bipolar Disorders

Week 8. Personality/Schema Disorders 1

Week 9. Personality/Schema Disorders 2

Week 10. Complex Comorbidities 1

Week 11. Complex Comorbidities 2

Week 12. Eating and Feeding Disorders - Treatment

Week 13. Exam

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](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>).

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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 or if you are a Global MBA student contact 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) 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

If you are a Global MBA student contact 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/.

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 in the selection, tailoring and implementation of appropriate evidence-based interventions on the basis of an initial case formulation for complex presentations and/or with comorbidities.
- Explain how to monitor outcomes and modifications based on evolving case formulation, in particular as required for complex comorbidities, personality disorders and psychotic processes.
- Report and demonstrate the principles and methods of empirically supported interventions across the lifespan for the following clinical disorders: 1) externalising disorders, 2) eating and feeding disorders, 3) substance use disorders, 4) personality disorders, and 5) psychosis and bipolar disorder.
- Demonstrate advanced critical thinking and psychological knowledge to solve problems related to the treatment of complex comorbidities in the area of clinical psychology.
- Report on the process of consultation and collaboration with other professionals regarding clinical planning and referrals around complex case presentations.

Assessment tasks

- Clinical Case Report
- Viva and Reflective Report
- Exam

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 in the selection, tailoring and implementation of appropriate evidence-based interventions on the basis of an initial case formulation for complex presentations and/or with comorbidities.

- Explain how to monitor outcomes and modifications based on evolving case formulation, in particular as required for complex comorbidities, personality disorders and psychotic processes.
- Report and demonstrate the principles and methods of empirically supported interventions across the lifespan for the following clinical disorders: 1) externalising disorders, 2) eating and feeding disorders, 3) substance use disorders, 4) personality disorders, and 5) psychosis and bipolar disorder.
- Demonstrate advanced critical thinking and psychological knowledge to solve problems related to the treatment of complex comorbidities in the area of clinical psychology.
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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 in the selection, tailoring and implementation of appropriate evidence-based interventions on the basis of an initial case formulation for complex presentations and/or with comorbidities.
- Explain how to monitor outcomes and modifications based on evolving case formulation, in particular as required for complex comorbidities, personality disorders and psychotic processes.
- Report and demonstrate the principles and methods of empirically supported interventions across the lifespan for the following clinical disorders: 1) externalising disorders, 2) eating and feeding disorders, 3) substance use disorders, 4) personality disorders, and 5) psychosis and bipolar disorder.
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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 in the selection, tailoring and implementation of appropriate evidence-based interventions on the basis of an initial case formulation for complex presentations and/or with comorbidities.
- Explain how to monitor outcomes and modifications based on evolving case formulation, in particular as required for complex comorbidities, personality disorders and psychotic processes.
- Report and demonstrate the principles and methods of empirically supported interventions across the lifespan for the following clinical disorders: 1) externalising disorders, 2) eating and feeding disorders, 3) substance use disorders, 4) personality disorders, and 5) psychosis and bipolar disorder.
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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 in the selection, tailoring and implementation of appropriate evidence-based interventions on the basis of an initial case formulation for complex presentations and/or with comorbidities.
- Explain how to monitor outcomes and modifications based on evolving case formulation, in particular as required for complex comorbidities, personality disorders and psychotic processes.
- Report and demonstrate the principles and methods of empirically supported interventions across the lifespan for the following clinical disorders: 1) externalising disorders, 2) eating and feeding disorders, 3) substance use disorders, 4) personality disorders, and 5) psychosis and bipolar disorder.
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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 in the selection, tailoring and implementation of appropriate evidence-based interventions on the basis of an initial case formulation for complex presentations and/or with comorbidities.
- Explain how to monitor outcomes and modifications based on evolving case formulation,

in particular as required for complex comorbidities, personality disorders and psychotic processes.

- Report and demonstrate the principles and methods of empirically supported interventions across the lifespan for the following clinical disorders: 1) externalising disorders, 2) eating and feeding disorders, 3) substance use disorders, 4) personality disorders, and 5) psychosis and bipolar disorder.
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