



PSYC984

Clinical Psychology Professional Practice

S2 Day 2019

Department of Psychology

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General Information

Unit convenor and teaching staff

Convenor

Philippe Gilchrist

philippe.gilchrist@mq.edu.au

Contact via Email

Level 7, 4 First Walk, Room 705

Prefer email to make an appointment

Credit points

4

Prerequisites

PSYC988 and PSYC989

Corequisites

PSYC993 and PSYC995

Co-badged status

Unit description

This unit will focus on the advanced professional practice skills necessary for a well-rounded competent therapist in working with various populations and work-settings. Drawing on the common factors related to the client-therapist relationship, issues of therapeutic integration will be explored in relation to individuals with complex diagnoses, couples, and groups including working with vulnerable populations. These principles will be emphasised in application to individual, couple and group clients in the light of ethical and cross-cultural, gender, and diversity considerations. In addition, the role of psychologists in working with different professionals and work settings will also be discussed in context of professional responsibility, boundaries and negotiating workplace agreements.

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:

Report upon the therapeutic relationship through different modes of delivery, complex disorders, severe comorbidities, and diverse populations.

Demonstrate both a creative and critical understanding of theory and evidence-based

therapy integration.

Critically evaluate the prediction, prevention, and techniques to overcome resistance in cognitive behavioural therapy and other evidence-based approaches.

Demonstrate a critical and current understanding of common and specific factors in therapy, and its implication for clinical practice.

Demonstrate an understanding of methods of clinical supervision, and how to overcome common challenges to effective clinical practice.

General Assessment Information

Students must attempt all assessment tasks to achieve a grade of pass or higher in this unit.

Assessment Tasks

Name	Weighting	Hurdle	Due
Clinical Case Report 1	15%	Yes	Week 6
Clinical Case Report 2	30%	Yes	Week 10
Self-Reflective Report	25%	Yes	Week 12
Viva	30%	Yes	Week 13

Clinical Case Report 1

Due: **Week 6**

Weighting: **15%**

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

Based upon a client vignette provided, the aim of this reflective report is to discuss theory, principles, and techniques in treatment that relate to overcoming resistance and maintaining a strong therapeutic alliance in CBT for complex diagnoses. The report will also discuss key ethical, cross-cultural, gender and diversity considerations.

750 Words.

On successful completion you will be able to:

- Report upon the therapeutic relationship through different modes of delivery, complex disorders, severe comorbidities, and diverse populations.
- Critically evaluate the prediction, prevention, and techniques to overcome resistance in cognitive behavioural therapy and other evidence-based approaches.
- Demonstrate a critical and current understanding of common and specific factors in

therapy, and its implication for clinical practice.

Clinical Case Report 2

Due: **Week 10**

Weighting: **30%**

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

Based upon a case provided, and drawing upon factors related to the therapeutic relationship and specific evidence-based techniques, students will demonstrate competency in the theory and practice of therapeutic integration of different approaches to psychotherapy in relation to complex diagnoses. The report will also discuss ethical, cross-cultural, gender and diversity considerations.

1500 Words.

On successful completion you will be able to:

- Report upon the therapeutic relationship through different modes of delivery, complex disorders, severe comorbidities, and diverse populations.
- Demonstrate both a creative and critical understanding of theory and evidence-based therapy integration.
- Critically evaluate the prediction, prevention, and techniques to overcome resistance in cognitive behavioural therapy and other evidence-based approaches.
- Demonstrate a critical and current understanding of common and specific factors in therapy, and its implication for clinical practice.

Self-Reflective Report

Due: **Week 12**

Weighting: **25%**

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

Drawing upon material from the unit, students will briefly describe clinical settings where they expect potential challenges, including ways to overcome these. Challenges include maintaining professional boundaries, professional responsibility, effective supervisory relationships, and the negotiation of workplace agreements. Relatedly, students will also reflect upon their own overall clinical performance and will set learning goals for continuing professional education.

1500 Words.

On successful completion you will be able to:

- Demonstrate an understanding of methods of clinical supervision, and how to overcome common challenges to effective clinical practice.

Viva

Due: **Week 13**

Weighting: **30%**

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

Students will be required to conduct part of a treatment session that incorporates advanced clinical and counselling skills and techniques to working with complex diagnoses in a multidisciplinary setting, and overcoming resistance (weight = 20/30 points). Following the viva, a 500 word report (weight = 10/30 points) will summarise key reflections upon the performance and will be submitted the following day. Both components are hurdles (i.e., practical and report components of the viva).

* 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 Monday 4th November, whilst half the class will be allocated to Tuesday 5th June.

On successful completion you will be able to:

- Report upon the therapeutic relationship through different modes of delivery, complex disorders, severe comorbidities, and diverse populations.
- Demonstrate both a creative and critical understanding of theory and evidence-based therapy integration.
- Critically evaluate the prediction, prevention, and techniques to overcome resistance in cognitive behavioural therapy and other evidence-based approaches.
- Demonstrate a critical and current understanding of common and specific factors in therapy, and its implication for clinical practice.

Delivery and Resources

There will be a one 3-hour seminar per week, on Wednesdays (10am until 1pm) during Session 2. The seminars will include coverage of evidence-based therapy topics, role-plays, and practical skills training. Students will be required to prepare for seminars by completing required readings. Additional resources and reading material will be provided throughout the course during the relevant sections.

Unit Schedule

Week	Date	Topic
1	31 July	Common and specific factors in therapy: theory, evidence, and implications for clinical practice
2	7 Aug	Adapting and applying specific professional skills and techniques to various populations and settings

3	14 Aug	Resistance in CBT, and in different modes of delivery
4	21 Aug	Roadblocks in therapy with complex disorders, severe comorbidities, and diverse populations
5	28 Aug	Prediction, prevention, and interventions to overcome resistance and roadblocks in CBT in various settings
6	4 Sept	Theory and practice of therapeutic integration
7	11 Sept	Therapeutic integration in various settings and populations
MID-SEMESTER BREAK		
8	2 Oct	Ethical, cross-cultural, gender and diversity considerations in complex mental health and multidisciplinary settings
9	9 Oct	Working with complex diagnoses in a multidisciplinary settings –part 1
10	16 Oct	Working with complex diagnoses in various professional and work settings –part 2
11	23 Oct	Workplace challenges and effective supervision in clinical psychology
12	30 Oct	Evaluating your own clinical performance and planning continuing professional education
13	4-5 Nov	Viva

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. Seminars will include didactic methods, classroom discussions, debates, and self-reflection.

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 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

- Demonstrate both a creative and critical understanding of theory and evidence-based therapy integration.
- Demonstrate an understanding of methods of clinical supervision, and how to overcome common challenges to effective clinical practice.

Assessment tasks

- Clinical Case Report 2
- Self-Reflective Report
- Viva

Learning and teaching activities

- Engagement with material and participation in class is essential. Seminars will include didactic methods, classroom discussions, debates, and self-reflection.
- 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

- Report upon the therapeutic relationship through different modes of delivery, complex disorders, severe comorbidities, and diverse populations.
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Assessment tasks

- Clinical Case Report 1
- Clinical Case Report 2
- Self-Reflective Report
- Viva

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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

- Report upon the therapeutic relationship through different modes of delivery, complex disorders, severe comorbidities, and diverse populations.
- Demonstrate both a creative and critical understanding of theory and evidence-based therapy integration.
- Critically evaluate the prediction, prevention, and techniques to overcome resistance in

cognitive behavioural therapy and other evidence-based approaches.

- Demonstrate a critical and current understanding of common and specific factors in therapy, and its implication for clinical practice.
- Demonstrate an understanding of methods of clinical supervision, and how to overcome common challenges to effective clinical practice.

Assessment tasks

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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

- Report upon the therapeutic relationship through different modes of delivery, complex disorders, severe comorbidities, and diverse populations.
- Demonstrate both a creative and critical understanding of theory and evidence-based therapy integration.
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- Clinical Case Report 1
- Clinical Case Report 2
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- 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

- Report upon the therapeutic relationship through different modes of delivery, complex disorders, severe comorbidities, and diverse populations.
- Demonstrate an understanding of methods of clinical supervision, and how to overcome common challenges to effective clinical practice.

Assessment tasks

- Clinical Case Report 1
- Clinical Case Report 2
- Self-Reflective Report
- Viva

Learning and teaching activities

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- 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

- Report upon the therapeutic relationship through different modes of delivery, complex disorders, severe comorbidities, and diverse populations.
- Demonstrate an understanding of methods of clinical supervision, and how to overcome common challenges to effective clinical practice.

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- Clinical Case Report 1
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- There will be role play practice opportunities of key skills across various seminars