



PSYC8993

Clinical Psychology Therapy 3

Session 1, Weekday attendance, North Ryde 2020

Department of Psychology

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General Information

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Email for appointments

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Credit points

10

Prerequisites

(PSYC985 or PSYC8985) and (PSYC988 or PSYC8988) and (PSYC989 or PSYC8989)

Corequisites

PSYC8994 or PSYC994

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 and case-formulated interventions for specialised and complex mental health, neurological, health, and illness populations. Material will cover the monitoring of outcomes, and modifications required, based on evolving case formulations for the following across the lifespan: stress and trauma-related disorders including adjustment disorder and complex trauma, somatization disorders, autism spectrum disorder, chronic pain, blood-injection-injury (BII) phobia, cardiovascular disease, cancer, and HIV.

Important Academic Dates

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

Learning Outcomes

ULO1: 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.

ULO2: 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.

ULO3: 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.

ULO4: 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.

ULO5: 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.

General Assessment Information

Please see links to the Assessment Policy and the Special Consideration Policy in the Policies and Procedures section of this Unit Guide.

Late submissions

All assessment tasks have a strict due date. Ordinarily, no extensions of time for submission of assessment tasks will be granted. If students experience unexpected, unavoidable, and serious circumstances affecting submission of assessable work they may lodge an application for Special Consideration via ask.mq.edu.au with supporting documentary evidence. All requests for special consideration must be made no later than five working days after the due date of the assessment task. Where special consideration has not been granted, late submissions will not be accepted.

Hurdle requirements

All of the assessment tasks are hurdle requirements - they require a minimum level of performance in order for students to pass the Unit. The assessment tasks allow demonstration of 'fitness to practice' as a clinical psychologist. Consistent with the Assessment Policy of the University, students who make a serious attempt at the task but fail to meet the required standards, will be provided with one additional opportunity to complete the task to a satisfactory standard. Failure of the second attempt will result in a Fail (FH) grade for the entire unit (even if the raw mark for the Unit is over 50) and this, in turn, will result in a delay in starting the Clinic placement or further placements. The required standards for the hurdle tasks will be provided via iLearn prior to completion of the task.

Assessment Tasks

Name	Weighting	Hurdle	Due
Reflective report	10%	Yes	Week 13
Clinical Case Report	45%	Yes	Week 12: Monday 25th May 2020
Practical viva	45%	Yes	Week 13

Reflective report

Assessment Type [1](#): Report

Indicative Time on Task [2](#): 5 hours

Due: **Week 13**

Weighting: **10%**

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

Students will be required to summarise in 1500 words, reflections on their performance.

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 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.

Clinical Case Report

Assessment Type [1](#): Report

Indicative Time on Task [2](#): 35 hours

Due: **Week 12: Monday 25th May 2020**

Weighting: **45%**

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

Formulate evidence-based treatment plan to address client's presenting problem and discuss recommended treatment plan. Total 3000 words.

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

Assessment Type ¹: Viva/oral examination

Indicative Time on Task ²: 25 hours

Due: **Week 13**

Weighting: **45%**

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

Twenty minute time limit to demonstrate part of an evidenced- based therapy question based on a vignette provided.

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 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.

¹ If you need guidance or support to understand or complete this type of assessment, please contact the Learning Skills Team

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

There will be one 3-hour seminar per week (Wednesdays 12-3pm) each week of session.

Teaching will include weekly seminars, role-plays, practical skills training, class discussions, and video and/or audio clips. There will be weekly required readings. Additional resources and reading material will be provided throughout the course during the relevant sections.

Unit Schedule

Week	Date	Topic	Lecturer
1	26 Feb	NO CLASS -Class in morning only (*see PSYC8994)	PG/MK
2	4 March	Intro to somatization disorders (assessment and theories)	MK
3	11 March	Somatization disorders	MK
4	18 March	Stress and Trauma-related disorders –Working with children/families	MK
5	25 March	Stress and Trauma-related disorders –Comorbid and complex presentations (1)	MK
6	1 April	Stress and Trauma-related disorders –Comorbid and complex presentations (2)	MK

7	8 April	Cardiovascular disease & cardiac psychology	PG
MID-SEMESTER BREAK			
8	29 April	Psycho-oncology	PG
9	6 May	Chronic pain - part 1	PG
10	13 May	Chronic pain - part 2	PG
11	20 May	Autism spectrum disorder	PG
12	27 May	Additional topics in clinical health psychology	PG
13	2 & 3 June	Full day Vivas (no class)	PG

Timetables for seminars can be found on the University website at: <https://timetables.mq.edu.au/2020/>

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.*)

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>).

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 Enquiry Service

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

Equity 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.

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.

Changes since First Published

Date	Description
16/02/2020	All assessments are hurdles.