



PSYC8984

Clinical Psychology Professional Practice

Session 2, Special circumstances, North Ryde 2021

Archive (Pre-2022) - Department of Psychology

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Session 2 Learning and Teaching Update

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of [units with mandatory on-campus classes/teaching activities](#).

Visit the [MQ COVID-19 information page](#) for more detail.

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

Email for appointments

Credit points

10

Prerequisites

(PSYC988 or PSYC8988) and (PSYC989 or PSYC8989)

Corequisites

(PSYC993 or PSYC8993) and (PSYC995 or PSYC8995)

Co-badged status

Unit description

This unit will focus on the advanced professional practice skills necessary for a well-rounded competent therapist. Drawing upon the common factors related to the client-therapist relationship, issues of therapeutic integration will be explored when working with diverse groups. Students will develop skills in analysing the client-therapist relationship through a consideration of the therapeutic process to ensure well targeted therapeutic interventions. These skills and principles will be emphasised in application to diverse populations using primarily cognitive behavioural approaches, and in the light of ethical considerations.

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:

ULO1: Report upon the therapeutic relationship through different modes of delivery, complex disorders, severe comorbidities, and diverse populations.

ULO2: Demonstrate both a creative and critical understanding of theory and evidence-based therapy integration

ULO3: Critically evaluate the prediction, prevention, and techniques to overcome resistance in cognitive behavioural therapy and other evidence-based approaches.

ULO4: Demonstrate a critical and current understanding of common and specific factors in therapy, and its implication for clinical practice.

ULO5: Demonstrate an understanding of methods of clinical supervision, and how to overcome common challenges to effective clinical practice.

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. Please note that special consideration must be made no later than the University-specified number of working days after the due date of the assessment task (see ask.mq.edu.au for details). 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
<u>Case Report</u>	15%	Yes	Week 4
<u>Case Report</u>	30%	Yes	Week 8
<u>Self-Reflective Report</u>	25%	Yes	Week 10
<u>Viva with a follow up self-reflective report</u>	30%	Yes	Week 13

Case Report

Assessment Type ¹: Report

Indicative Time on Task ²: 10 hours

Due: **Week 4**

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 750 word 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.

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.

Case Report

Assessment Type ¹: Report

Indicative Time on Task ²: 31 hours

Due: **Week 8**

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 is 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

Assessment Type ¹: Report

Indicative Time on Task ²: 32 hours

Due: **Week 10**

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. The report is 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 with a follow up self- reflective report

Assessment Type ¹: Viva/oral examination

Indicative Time on Task ²: 2 hours

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 in 20 minutes that incorporates advanced clinical and counselling skills and techniques to working with complex diagnoses in a multidisciplinary setting, and overcoming resistance. Following the viva, a 500 word report will summarise key reflections upon the performance and will be submitted the following day.

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.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

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

Teaching will include weekly seminars (e.g., didactic methods, debates, and self-reflection), group work and discussions, videos/audio clips, some practical skills training, and use of other materials. NB: a portion of this work will occur outside of the seminar time -e.g., as recommended preparation for weekly seminars as indicated on iLearn. This Unit will aim to integrate science, theory, and critical thinking as the foundation for approaches to clinical practice which can be subsequently applied. Students are required to prepare for seminars by completing readings and/or material (e.g., videos, links, etc.) available via iLearn. Additional resources and reading material will be provided throughout the course during the relevant sections. Engagement with material and participation in class is essential.

In line with Public Health guidelines, the approach to delivery in this Unit will be revised if and when necessary due to the COVID pandemic, and in alignment with University policy. Changes or updates will be communicated via iLearn and/or emails sent to student email accounts. Students should stay up to date with the latest University advice at the following website: <https://www.mq.edu.au/about/coronavirus-faqs/information-for-students>.

Unit Schedule

Please see iLearn for schedule. Timetables for seminars, where applicable, can be found on the University website at: <https://timetables.mq.edu.au/2021>

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)

- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

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.