



PSYC8993

Clinical Psychology Therapy 3

Session 1, In person-scheduled-weekday, North Ryde 2022

School of Psychological Sciences

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General Information

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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 assessment, formulation, 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 case-formulated interventions for specialised and complex mental health, neurological, health, and illness populations. Material will cover the monitoring of outcomes, and clinical modifications required, based upon 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://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

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. 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>Clinical Case Report</u>	45%	Yes	Week 8 - 27th April 2022
<u>Practical viva</u>	45%	Yes	Week 13
<u>Reflective report</u>	10%	Yes	Week 13

Clinical Case Report

Assessment Type ¹: Report

Indicative Time on Task ²: 35 hours

Due: **Week 8 - 27th April 2022**

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.

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.

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)

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.

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 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.

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.

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](#)
- [Assessment Procedure](#)
- [Complaints Resolution 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

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the 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

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

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.