



PSYC8985

Clinical Psychology Therapy 1

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

School of Psychological Sciences

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General Information

Unit convenor and teaching staff

Maria Kangas

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Credit points

10

Prerequisites

Admission to MClInPsych

Corequisites

Co-badged status

Unit description

This unit covers the theoretical frameworks informing initial assessment and case formulation in tailoring and implementing a treatment intervention based on evidence-based cognitive and behavioural therapy (CBT) techniques. The specific aims of the unit are to introduce students to core counselling skills within the context of the client-therapist relationship, taking into account ethical practices in working with clients from diverse cultural backgrounds. Students will be introduced to the core components of (evolving) current evidence-based CBT [including cognitive therapy, behavioural strategies, exposure techniques and behavioural activation therapy) and will acquire some of the practical skills necessary to become a scientist-practitioner in the treatment of patients with anxiety, trauma and stress-related disorders (including adjustment), and mood/depressive disorders. Students will learn how to effectively draw upon and integrate interviewing, counselling and therapeutic skills associated with the cognitive behavioural therapies, as well as monitoring treatment progress and outcomes. Emphasis will be placed on client engagement, therapeutic alliance including managing ruptures, and reflective practice.

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 from the initial interview to inform an evidence-based case formulation.

ULO2: Develop and maintain the therapeutic alliance during the initial assessment and

therapy sessions.

ULO3: Apply relevant evidence-based core CBT techniques in treating anxiety, stress, trauma-related, and depressive disorders in an integrated manner.

ULO4: Critically evaluate the current evidence base in integrating therapeutic approaches in the treatment of anxiety, stress/trauma, adjustment and depressive disorders.

ULO5: Explain how to monitor treatment progress and outcomes, inclusive of the need to revise a case formulation as new information unfolds through the course of therapy.

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>Initial Therapy Assessment and Case Formulation Quiz</u>	30%	Yes	Week 3
<u>VIVA - Therapy Session</u>	35%	Yes	Week 12
<u>Viva Treatment Formulation and Reflective Report</u>	25%	Yes	Week 13

Name	Weighting	Hurdle	Due
Ethical Practice Report	10%	Yes	Week 13

Initial Therapy Assessment and Case Formulation Quiz

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 20 hours

Due: **Week 3**

Weighting: **30%**

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

Students will be required to complete a 60 minute closed book quiz comprising short answer questions to assess their knowledge and understanding of principles and therapeutic methods in conducting an initial assessment and case formulation with adult clients referred for therapy.

On successful completion you will be able to:

- Gather relevant information from the initial interview to inform an evidence-based case formulation.
- Develop and maintain the therapeutic alliance during the initial assessment and therapy sessions.

VIVA - Therapy Session

Assessment Type ¹: Viva/oral examination

Indicative Time on Task ²: 25 hours

Due: **Week 12**

Weighting: **35%**

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

Students will be required to conduct a 20 minute therapy segment based on a client vignette

On successful completion you will be able to:

- Develop and maintain the therapeutic alliance during the initial assessment and therapy sessions.

- Apply relevant evidence-based core CBT techniques in treating anxiety, stress, trauma-related, and depressive disorders in an integrated manner.
- Explain how to monitor treatment progress and outcomes, inclusive of the need to revise a case formulation as new information unfolds through the course of therapy.

Viva Treatment Formulation and Reflective Report

Assessment Type ¹: Report

Indicative Time on Task ²: 22 hours

Due: **Week 13**

Weighting: **25%**

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

Students will be required to demonstrate that they can formulate an evidence based treatment plan to address the client's presenting problem (based on a client case vignette which is linked to the VIVA), as well as outline relevant evidence based assessment measure(s) for monitoring treatment progress and outcomes in clinical practice. In this report, students will also be required to include reflections on their perceived strengths and limitations in their VIVA performance for this client.

The report will be a maximum of 1400 words.

On successful completion you will be able to:

- Apply relevant evidence-based core CBT techniques in treating anxiety, stress, trauma-related, and depressive disorders in an integrated manner.
- Critically evaluate the current evidence base in integrating therapeutic approaches in the treatment of anxiety, stress/trauma, adjustment and depressive disorders.
- Explain how to monitor treatment progress and outcomes, inclusive of the need to revise a case formulation as new information unfolds through the course of therapy.

Ethical Practice Report

Assessment Type ¹: Report

Indicative Time on Task ²: 8 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 complete a brief 1000 word report based on full day ethics workshop

On successful completion you will be able to:

- Gather relevant information from the initial interview to inform an evidence-based case formulation.
- Develop and maintain the therapeutic alliance during the initial assessment and therapy sessions.
- Explain how to monitor treatment progress and outcomes, inclusive of the need to revise a case formulation as new information unfolds through the course of therapy.

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), several full day workshops, 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 and workshops 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 and workshops 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.