General Information

Unit convenor and teaching staff
Convenor
Philippe Gilchrist
philippe.gilchrist@mq.edu.au
Email for appointment

Credit points
10

Prerequisites
(PSYC988 or PSYC8988) and (PSYC989 or PSYC8989)

Corequisites
(PSYC993 or PSYC8993) and (PSYC995 or PSYC8995)

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**: Report upon the methods of clinical supervision, and how to overcome common challenges to effective clinical practice.

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**General Assessment Information**

General assessment Information Grade descriptors and other information concerning grading are contained in the Macquarie University Assessment Policy.

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the Assessment Procedure (clause 128).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

Further details for each assessment task will be available on iLearn.

**Late Submissions:**

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of ‘0’ will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

<table>
<thead>
<tr>
<th>Number of days (hours) late</th>
<th>Total Possible Marks</th>
<th>Deduction</th>
<th>Raw mark</th>
<th>Final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day (1-24 hours)</td>
<td>100</td>
<td>5</td>
<td>75</td>
<td>70</td>
</tr>
<tr>
<td>2 days (24-48 hours)</td>
<td>100</td>
<td>10</td>
<td>75</td>
<td>65</td>
</tr>
<tr>
<td>3 days (48-72 hours)</td>
<td>100</td>
<td>15</td>
<td>75</td>
<td>60</td>
</tr>
<tr>
<td>7 days (144-168 hours)</td>
<td>100</td>
<td>35</td>
<td>75</td>
<td>40</td>
</tr>
<tr>
<td>&gt;7 days (&gt;168 hours)</td>
<td>100</td>
<td>-</td>
<td>75</td>
<td>0</td>
</tr>
</tbody>
</table>

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.
Special Consideration:
If you are unable to complete an assessment task on or by the specified date due circumstances that are unexpected, unavoidable, significantly disruptive and beyond your control, you may apply for special consideration in accordance with the special consideration policy. Applications for special consideration must be supported by appropriate evidence and submitted via ask.mq.edu.au.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Report</td>
<td>45%</td>
<td>Yes</td>
<td>Week 7</td>
</tr>
<tr>
<td>Self-Reflective Report</td>
<td>25%</td>
<td>Yes</td>
<td>Week 10</td>
</tr>
<tr>
<td>Viva with a follow up self-reflective report</td>
<td>30%</td>
<td>Yes</td>
<td>Week 13</td>
</tr>
</tbody>
</table>

Case Report
Assessment Type 1: Report
Indicative Time on Task 2: 41 hours
Due: Week 7
Weighting: 45%
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 overcoming resistance and maintaining a strong alliance during 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
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 1000 words.

On successful completion you will be able to:
• Report upon the 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**

As a student enrolled in this unit, you will engage in a range of face-to-face, and at times online, learning activities, including readings, online modules, videos, lectures, practical skill demonstrations etc. Details can be found on the iLearn site for this unit.

Recommended and required readings can also be found on the iLearn site via weekly modules and Leganto.

**Technology Used:**

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

**Unit Schedule**

This Unit will aim to integrate science, theory, and critical thinking as the foundation for practice. Students are required to prepare for seminars by completing readings and/or material (e.g., videos, links, etc.) available via iLearn and Leganto prior to classes in order to benefit most from the Unit. Additional resources and reading material will be provided throughout the course during the relevant sections. Engagement with material and participation in class is essential.

Please see iLearn for schedule. Timetables for seminars, where applicable, can be found on the University website at: https://timetables.mq.edu.au/2023

**Policies and Procedures**

Macquarie University policies and procedures are accessible from Policy Central (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
Student Support

Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](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 Advocacy provides independent advice on MQ policies, procedures, and processes

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.

Inclusion & Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.
Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.