



# PSYC8985

## Clinical Psychology Therapy 1

Session 1, In person-scheduled-weekday, North Ryde 2023

*School of Psychological Sciences*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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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

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:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60
7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

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](http://ask.mq.edu.au).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Initial Therapy Assessment and Case Formulation Quiz</a>	30%	Yes	Week 4
<a href="#">VIVA - Therapy Session</a>	35%	Yes	Week 11
<a href="#">Viva Treatment Formulation and Reflective Report</a>	25%	Yes	Week 12
<a href="#">Ethical Practice Report</a>	10%	Yes	Week 13

### Initial Therapy Assessment and Case Formulation Quiz

Assessment Type <sup>1</sup>: Quiz/Test

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **Week 4**

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 <sup>1</sup>: Viva/oral examination

Indicative Time on Task <sup>2</sup>: 25 hours

Due: **Week 11**

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 <sup>1</sup>: Report

Indicative Time on Task <sup>2</sup>: 22 hours

Due: **Week 12**

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 <sup>1</sup>: Report

Indicative Time on Task <sup>2</sup>: 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.

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<sup>1</sup> 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.

<sup>2</sup> 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.

### PSYC8985 Outline of Topics

Week	Date*	Topic	Staff
1	Monday Seminar: 20 Feb	Intro to Therapy 1: CBT & Initial Assessment	Prof. Maria Kangas (MK)
2	Friday Workshop: 3 <sup>rd</sup> March	Full day workshop: Counselling and Initial Case Formulation	MK
3	Monday Seminar: 6 <sup>th</sup> March	Initial assessment & Case Formulation – Part 2	MK
4	Monday Seminar: 13 <sup>th</sup> March	1 <sup>st</sup> Hour: Close Book Exam (in class) 2 <sup>nd</sup> half: Introduction to CBT-based Therapies for Depression	MK
5	Monday Seminar: 20 <sup>th</sup> March	Depression – Part 2	MK
6	Monday Seminar: 27 <sup>th</sup> March	Anxiety Disorders – Part 1	MK
7	Monday Seminar: 3 <sup>rd</sup> April	Anxiety Disorders – Part 2	MK
8	Monday Seminar: 24 <sup>th</sup> April	Anxiety Disorders – Part 3	MK
9	Monday Seminar: 1 <sup>st</sup> May	Anxiety Disorders – Part 4	MK
10	Monday Seminar: 8 <sup>th</sup> May	Anxiety Disorders – Part 5/ Introduction to OCD	MK
10	Friday Workshop: 12 <sup>th</sup> May	Full day workshop: Cultural Awareness and Diversity	Dr. Lauren McLellan
11	VIVA assessment (Conducted between Monday and Tuesday 15 <sup>th</sup> and 16 <sup>th</sup> May. Students will be advised of specific date and time by Week 3)		MK



11	Friday Workshop: 19 <sup>th</sup> May	Full day workshop: Ethics	Associate Prof. Carolyn Schniering
12	Monday Seminar: 22 <sup>nd</sup> May	Introduction to PTSD	MK

NB - Timetables for seminars, where applicable, can be found on the University website at: <https://timetables.mq.edu.au/2023>

NB\* Several seminars may be online (students will be advised in advance).

## 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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 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/](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.

## Changes since First Published

Date	Description
03/02/ 2023	The final 2 sections have been added to this version: 1) Inclusion & Diversity 2) Professionalism