



PSYP8904

Populations and Presentations in Practice

Session 2, In person-scheduled-intensive, North Ryde 2024

School of Psychological Sciences

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

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Credit points

10

Prerequisites

Admission to MProfPsych

Corequisites

Co-badged status

Unit description

In this unit, you will be introduced to a range of client populations and presentations that pose special challenges for professional psychologists in terms of assessment and clinical management. The focus is on the unique issues posed by these different populations and presentations. Approaches to assessment, counselling and clinical management that are most likely to be effective in working with these populations and presentations will also be discussed, including the use of alternate therapeutic modalities, where appropriate.

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: Implement principles relating to assessment, diagnosis, intervention, and evaluation for a range of presenting psychological issues, that are empirically supported and appropriate to the client context. (Capability 2: Psychologist Practitioner)

ULO2: Appropriately consider the wider context in case formulation and interventions. These wider contextual factors could include client health and health concerns, family, and support context, and/or the organisational, cultural or community context. (Capability 2: Psychologist Practitioner)

ULO3: Apply communication skills effectively in writing and oral presentations with clients and other professionals, when working with particular populations and presentations. (Capability 4: Professional)

ULO4: Critically evaluate contemporary scientific literature relevant to working with particular populations and presentations to inform practice. (Capability 1: Scientist and Scholar)

ULO5: Evaluate the issues and obstacles for delivering effective psychological interventions with diverse and vulnerable populations, including First Nations people. (Capability 3: Engaged Global Citizen)

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.

In the Master of Professional Psychology, letter grades, not numeric marks, are released for assessment tasks in most units, including this unit.

For word count penalties, 5% of the possible mark will be deducted per 100 words over the word limit for written assessment tasks. An additional 99 words beyond the limit can be written without penalty.

All extensions need to be formally requested via ask.mq.edu.au in line with the special consideration policy.

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
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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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Online Indigenous Cultural Awareness Module	10%	Yes	11:55pm SUN Aug 04
Oral Presentation	40%	No	9:00am WED Aug 21
Special Populations Intervention Case Report	50%	No	11:55pm SUN Sep 08

Online Indigenous Cultural Awareness Module

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 7 hours

Due: **11:55pm SUN Aug 04**

Weighting: **10%**

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

You are required to complete an online learning module on Indigenous cultural awareness and effective engagement with Indigenous Australians and submit a quiz on completion of the module.

On successful completion you will be able to:

- Evaluate the issues and obstacles for delivering effective psychological interventions with diverse and vulnerable populations, including First Nations people. (Capability 3: Engaged Global Citizen)

Oral Presentation

Assessment Type ¹: Presentation

Indicative Time on Task ²: 43 hours

Due: **9:00am WED Aug 21**

Weighting: **40%**

You will provide an oral presentation detailing intervention with reference to a specific population.

On successful completion you will be able to:

- Implement principles relating to assessment, diagnosis, intervention, and evaluation for a range of presenting psychological issues, that are empirically supported and appropriate to the client context. (Capability 2: Psychologist Practitioner)
- Appropriately consider the wider context in case formulation and interventions. These wider contextual factors could include client health and health concerns, family, and support context, and/or the organisational, cultural or community context. (Capability 2: Psychologist Practitioner)
- Apply communication skills effectively in writing and oral presentations with clients and other professionals, when working with particular populations and presentations. (Capability 4: Professional)
- Critically evaluate contemporary scientific literature relevant to working with particular populations and presentations to inform practice. (Capability 1: Scientist and Scholar)

Special Populations Intervention Case Report

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 48 hours

Due: **11:55pm SUN Sep 08**

Weighting: **50%**

You will produce a case report on interventions with reference to a specific population, in the format of an AHPRA case report, as required during your 6th year of training.

On successful completion you will be able to:

- Implement principles relating to assessment, diagnosis, intervention, and evaluation for a range of presenting psychological issues, that are empirically supported and appropriate

to the client context. (Capability 2: Psychologist Practitioner)

- Appropriately consider the wider context in case formulation and interventions. These wider contextual factors could include client health and health concerns, family, and support context, and/or the organisational, cultural or community context. (Capability 2: Psychologist Practitioner)
- Apply communication skills effectively in writing and oral presentations with clients and other professionals, when working with particular populations and presentations. (Capability 4: Professional)
- Critically evaluate contemporary scientific literature relevant to working with particular populations and presentations to inform practice. (Capability 1: Scientist and Scholar)

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 online and face-to-face learning activities, including readings, online modules, videos and lectures. Details can be found on the iLearn site for this unit.

Recommended Readings

Nil

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.

This course consists of five workshops from 9am to 4pm. Workshops are interactive and will include lecture components and hands-on skills practice components. Please see iLearn for instructions, slides, additional resources and reading materials relevant for each workshop. These can be found in the allocated section on iLearn for each individual workshop.

Unit Schedule

	Topic/Theme	Learning Activities
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Workshop 1	WED Jul 24 Australian Defence Forces/Working with Athletes	Active Learning
Workshop 2	WED Jul 31 Working with Older Adults/Grief & Loss Counselling	Active Learning
Workshop 3	FRI Aug 09 eMental Health/Alcohol & Substance Abuse	Active Learning
Workshop 4	WED Aug 14 Personality Disorders/Psychoses	Active Learning
Workshop 5	WED Aug 21 or FRI Aug 23 Oral Presentations	Active Learning

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 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.

Changes from Previous Offering

Minor amendments to general assessment information.

INCLUSION AND 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
12/06/2024	Minor amendments to general assessment information.

Unit information based on version 2024.01 of the [Handbook](#)