PSYC8985

Clinical Psychology Therapy 1

Session 1, In person-scheduled-weekday, North Ryde 2025

School of Psychological Sciences

Contents

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General Information

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Credit points
10

Prerequisites
Admission to MClinPsych

Corequisites

Co-badged status

Unit description
In this unit, you will be introduced to the core components of evolving current evidence-based approaches to psychotherapy. You will learn the practical skills to become a scientist-practitioner in the treatment of patients with anxiety, trauma and stress-related disorders (including adjustment), and mood/depressive disorders. You will also 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. The aims of the unit also include an introduction 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. You will build upon theoretical frameworks informing initial assessment and an ongoing case formulation in tailoring and implementing a treatment intervention based on evidence-based cognitive and behavioural therapy (CBT) based techniques.

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 ongoing evidence-based case formulation. (Capability 2: Psychologist practitioner)

ULO2: Develop and maintain the therapeutic alliance during the initial assessment and therapy sessions. (Capability 2: Psychologist practitioner)

ULO3: Apply relevant evidence-based core CBT techniques in treating anxiety, stress, trauma-related, obsessive-compulsive and related disorders, and depressive disorders in an integrated manner. (Capability 2: Psychologist practitioner)

ULO4: Critically evaluate the current evidence base in integrating therapeutic approaches in the treatment of anxiety, stress/trauma, adjustment and depressive disorders. (Capability 1: Scientist scholar)

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. (Capability 2: Psychologist practitioner)

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Case Report: Treatment Formulation	30%	Yes	Week 6
VIVA - Therapy Session	40%	Yes	Week 12
VIVA: reflective Report	30%	No	Week 13

Case Report: Treatment Formulation

Assessment Type [1]: Report
Indicative Time on Task [2]: 22 hours
Due: **Week 6**
Weighting: **30%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

You will be required to demonstrate that you 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. The assessment is a hurdle as it relates to

key competencies required for clinical practice related to registration with AHPRA.

On successful completion you will be able to:
- Gather relevant information from the initial interview to inform an ongoing evidence-based case formulation. (Capability 2: Psychologist practitioner)
- Critically evaluate the current evidence base in integrating therapeutic approaches in the treatment of anxiety, stress/trauma, adjustment and depressive disorders. (Capability 1: Scientist scholar)
- 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. (Capability 2: Psychologist practitioner)

VIVA - Therapy Session

Assessment Type [1]: Viva/oral examination
Indicative Time on Task [2]: 25 hours
Due: **Week 12**
Weighting: **40%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

You will be required to conduct a therapy segment based on a client vignette. The assessment is a hurdle as it relates to key competencies required for clinical practice related to registration with AHPRA.

On successful completion you will be able to:
- Develop and maintain the therapeutic alliance during the initial assessment and therapy sessions. (Capability 2: Psychologist practitioner)
- Apply relevant evidence-based core CBT techniques in treating anxiety, stress, trauma-related, obsessive-compulsive and related disorders, and depressive disorders in an integrated manner. (Capability 2: Psychologist practitioner)
- 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. (Capability 2: Psychologist practitioner)

VIVA: reflective Report

Assessment Type [1]: Report
Indicative Time on Task [2]: 28 hours
Due: **Week 13**
Weighting: **30%**

In this report, you will be required to include reflections on your perceived strengths and limitations in your VIVA performance for this client.

On successful completion you will be able to:

- Gather relevant information from the initial interview to inform an ongoing evidence-based case formulation. (Capability 2: Psychologist practitioner)
- Develop and maintain the therapeutic alliance during the initial assessment and therapy sessions. (Capability 2: Psychologist practitioner)
- Apply relevant evidence-based core CBT techniques in treating anxiety, stress, trauma-related, obsessive-compulsive and related disorders, and depressive disorders in an integrated manner. (Capability 2: Psychologist practitioner)

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[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 during the course of Session 1, 2025. 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 are expected to bring your tablet/laptops to class with you. 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. The specific weekly schedule will be available on iLearn from Week 1 of Session. Topic covered will include:

* Introduction to CBT- based assessment and case formulation when working with adult clients

* Working with clients presenting with depression

* Working with clients presenting with anxiety disorders

* Working with clients presenting with OCD

* Introduction to working with clients presenting with PTSD

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policie s.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/su pport/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.e du.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 connect.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 an d maths support, academic skills development and wellbeing consultations.

Student Support

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

Academic Success

Academic Success 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 the Service Connect Portal, 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 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.

Unit information based on version 2025.03 of the Handbook