



# PSYC8984

## Clinical Psychology Professional Practice

Session 2, In person-scheduled-weekday, North Ryde 2026

*School of Psychological Sciences*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Philippe Gilchrist

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Contact via Email

Email for appointment

Credit points

10

Prerequisites

((PSYC988 or PSYC8988) and (PSYC989 or PSYC8989)) or PSYC8102

Corequisites

(PSYC8993 or PSYC8103) and (PSYC8995)

Co-badged status

Unit description

In this Unit, you will focus on the advanced professional practice skills necessary for a well-rounded, competent, and self-reflective therapist. Building upon the therapeutic relationship in cognitive behavioural therapy, issues of resistance in psychotherapy and therapeutic integration will be explored when working with diverse groups. You will develop skills in analysing and strengthening the client-therapist relationship through a consideration of the therapeutic process to ensure well-targeted and effective therapeutic interventions. These skills and principles will be applied to diverse populations, and in the light of ethical, cross-cultural, and interdisciplinary 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:** Demonstrate both a creative and critical understanding of theory and evidence-based therapy integration. (Capability 1: Scientist scholar)

**ULO2:** Critically evaluate the prediction, prevention, and techniques to overcome resistance in cognitive behavioural therapy and other evidence-based

approaches. (Capability 2: Psychologist practitioner)

**ULO3:** Demonstrate a critical and current understanding of common and specific factors in therapy, and its implication for clinical practice. (Capability 2: Psychologist practitioner)

**ULO4:** Report upon the therapeutic relationship through different modes of delivery, complex disorders, severe comorbidities, and diverse populations. (Capability 4: Professional)

**ULO5:** Critically evaluate methods of clinical supervision and propose evidence-based strategies to address common challenges in effective clinical practice. (Capability 4: Professional)

## 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 which must correspond to the grade descriptors specified in the [Assessment Procedure](#) (clause 128 and 129).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, and meet any ungraded requirements.

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 an 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                | Groupwork/Individual | Short Extension | AI Approach |
|--------------------------------------------------------------|-----------|--------|--------------------|----------------------|-----------------|-------------|
| <a href="#">Self-Reflective Report</a>                       | 50%       | Yes    | 11/<br>10/<br>2026 | Individual           | Yes             | Open        |
| <a href="#">Viva with a follow up self-reflective report</a> | 50%       | No     | Week<br>13         | Individual           | No              | Observed    |

### Self-Reflective Report

Assessment Type <sup>1</sup>: Reflection task

Indicative Time on Task <sup>2</sup>: 40 hours

Due: **11/10/2026**

Weighting: **50%**

Groupwork/Individual: Individual

Short extension <sup>3</sup>: Yes

AI Approach: Open

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

Based on a complex case provided students will draw on evidence-based techniques to complete a report identifying potential challenges, demonstrating competency in overcoming resistance and maintaining strong alliances during therapeutic integration of psychotherapy. 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:

- Demonstrate both a creative and critical understanding of theory and evidence-based therapy integration. (Capability 1: Scientist scholar)
- Critically evaluate the prediction, prevention, and techniques to overcome resistance in cognitive behavioural therapy and other evidence-based approaches. (Capability 2: Psychologist practitioner)

- Demonstrate a critical and current understanding of common and specific factors in therapy, and its implication for clinical practice. (Capability 2: Psychologist practitioner)
- Report upon the therapeutic relationship through different modes of delivery, complex disorders, severe comorbidities, and diverse populations. (Capability 4: Professional)
- Critically evaluate methods of clinical supervision and propose evidence-based strategies to address common challenges in effective clinical practice. (Capability 4: Professional)

## Viva with a follow up self- reflective report

Assessment Type <sup>1</sup>: Professional task

Indicative Time on Task <sup>2</sup>: 35 hours

Due: **Week 13**

Weighting: **50%**

Groupwork/Individual: Individual

Short extension <sup>3</sup>: No

AI Approach: Observed

Students will be required to conduct part of a treatment session that incorporates advanced clinical and counselling skills and techniques to working with complex diagnoses in a multidisciplinary setting, and overcoming resistance. Immediately following the viva, a brief verbal report will summarize key reflections upon the performance.

On successful completion you will be able to:

- Demonstrate both a creative and critical understanding of theory and evidence-based therapy integration. (Capability 1: Scientist scholar)
- Critically evaluate the prediction, prevention, and techniques to overcome resistance in cognitive behavioural therapy and other evidence-based approaches. (Capability 2: Psychologist practitioner)
- Demonstrate a critical and current understanding of common and specific factors in therapy, and its implication for clinical practice. (Capability 2: Psychologist practitioner)
- Report upon the therapeutic relationship through different modes of delivery, complex disorders, severe comorbidities, and diverse populations. (Capability 4: Professional)
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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

- [Academic Success](#) 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.

<sup>3</sup> An automatic short extension is available for some assessments. Apply through the [Service Connect Portal](#).

## Delivery and Resources

As a student enrolled in this unit, you will engage in a range of applied face-to-face and online learning activities, online modules, videos, seminar discussions, practical skill exercises, practical 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 Leganto.

Students are required to prepare for seminars by completing readings and/or iLearn-based material (e.g., videos, readings, weblinks, etc.) where applicable prior to classes in order to benefit most from the Unit. Additional resources and reading material may be provided throughout the course during the relevant sections, as new publications may emerge during the Session.

### 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.

## 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 [connect.mq.edu.au](https://connect.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/>

## Academic Success

[Academic Success](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Ask a Study Coach](#)
- [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 <https://students.mq.edu.au/support/technology/service-desk>.

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.

## Artificial Intelligence Tools

Macquarie University recognises that artificial intelligence (AI), especially generative AI, is rapidly reshaping education and the modern workplace. As AI becomes increasingly accessible, the University and your teaching staff are committed to preparing you to use these tools effectively, ethically, and with strong professional judgment. Rather than restricting technology, the emphasis is on helping you understand when and how AI can be used to enhance productivity, support learning, and reflect real-world professional practice. Across your degree, we will support you to develop the critical thinking, adaptability, and values-based decision-making skills required to navigate evolving AI tools responsibly, including acknowledging their use appropriately. You should always appropriately acknowledge when you have used AI tools within assessment tasks, including which AI tools you have used and how you have used them.

To provide clarity, Macquarie University uses a simple, two-tiered approach to AI in assessment:

**AI Open** assessments allow you to fully incorporate AI, reflecting authentic tasks where AI would normally be used in professional settings.

**Observed with AI** Optional assessments involve tasks where you either demonstrate essential knowledge without technology or show how you apply AI under supervision.

Across both categories, the goal is to ensure you build foundational knowledge, exercise sound judgment, and engage with AI in ways that uphold ethical, cultural, and university values.

## 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.

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Unit information based on version 2026.02 of the [Handbook](#)