PSYP905

Additional Therapeutic Modalities

S1 Day 2017

Department of Psychology

Contents

General Information

Unit convenor and teaching staff
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Credit points
4

Prerequisites
Admission to MProfPsych

Corequisites

Co-badged status

Unit description
This unit provides theory and skills training in two additional therapeutic modalities that are highly regarded by many professional psychologists, namely, Schema Therapy and Interpersonal Psychotherapy (IPT). An introduction to Dialectical Behaviour Therapy (DBT) and Psychodynamic Psychotherapy, is also provided. The key elements of each of these approaches are examined and illustrated. As with PSYP903, the unit is interactive and experiential in that students are supervised whilst observing and practising application of the different approaches. Students are again asked to reflect on the sorts of presentations most likely to benefit from each approach and whether and how these approaches might be integrated with each other and with other treatment approaches.

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:

Critique the theoretical models and approaches for Interpersonal Psychotherapy, Schema Mode Therapy and Dialectical Behaviour Therapy.

Review the clinical stages and goals of treatment for Interpersonal Psychotherapy, Schema Mode Therapy and Dialectical Behaviour Therapy.

Design and implement Interpersonal Psychotherapy, Schema Mode Therapy and Dialectical Behaviour Therapy as evidence-based psychological interventions.

Critically appraise outcome studies comparing Psychoanalytic and Psychodynamic therapy with other therapies.

Recognise the role of a psychologist with the issues and obstacles inherent in working professionally with clients and other professionals.

Develop professional skills for Interpersonal Psychotherapy and Schema Therapy.

Assessment Tasks

Name	Weighting	Hurdle	Due
Schema Live Skills Assessment	40%	Yes	19/4/17
CBT Essay	60%	No	30/5/17

Schema Live Skills Assessment

Due: **19/4/17**

Weighting: **40%**

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

Live Skills Assessment

2, 3 or 4 students per group. A interviews B -C, B interviews C-A, C interviews A-B. 40 minutes each (25 minute role play plus 15 minutes discussion). For this small group supervision live skills assessment you need to role play a situation where you are using one of three maladaptive modes of coping with an interpersonal situation. These maladaptive modes of coping will relate to an original schema which developed in childhood. You will be provided with a case where the underlying schema which your client is using is identified as well as the mode of unproductive adult coping which the client is using. You will also be provided with information about the dominant mode which the client is adopting in the present e.g. (a) the abandoned and abused child mode, (b) the angry and impulsive child mode (c) the detached protector mode (d) the punitive parent mode and (e) the healthy adult mode (In these cases, the healthy adult mode will not be present) Coping strategies will vary amongst (a) subjugation e.g. a person with a childhood history of physical abuse being in an adult relationship with a person who physically abuses them or (b) avoidance e.g. a person with a background of physical abuse who steadfastly avoids any relationship where there is the hint of aggression and thirdly (c) overcompensation way of coping where they typically overact in an abusive and aggressive mode whenever their partner expresses annoyance or aggression. Your task will be to use the schema based approach to demonstrate: 1. A situation of safety, stability and acceptance which

fosters limited re-parenting 2. Using experiential techniques such as imagery and dialogues to bring up images of difficult situations with the person's parents. The dialogues should create visual representations of the different parts of themselves eg: affirming the abandoned/abused child and fighting the punitive parent. Alternatively or additionally the use of empty chair work and two chair techniques to foster dialogues amongst the various modes. Introducing the healthy adult mode may be attempted towards the end of these explorations. 3. Refer to the Schema Therapy Live Skills Assessment Marking Grid. Sessions TBA

On successful completion you will be able to:

- Critique the theoretical models and approaches for Interpersonal Psychotherapy, Schema Mode Therapy and Dialectical Behaviour Therapy.
- Review the clinical stages and goals of treatment for Interpersonal Psychotherapy, Schema Mode Therapy and Dialectical Behaviour Therapy.
- Design and implement Interpersonal Psychotherapy, Schema Mode Therapy and Dialectical Behaviour Therapy as evidence-based psychological interventions.
- Critically appraise outcome studies comparing Psychoanalytic and Psychodynamic therapy with other therapies.
- Recognise the role of a psychologist with the issues and obstacles inherent in working professionally with clients and other professionals.
- Develop professional skills for Interpersonal Psychotherapy and Schema Therapy.

CBT Essay

Due: **30/5/17**
Weighting: **60%**

Psychodynamic Psychotherapy vs CBT Essay

Compare psychodynamic therapy with CBT. Your essay should consider the following: • Historical origins • Research evidence for efficacy for both therapies • Provide an example of a clinical problem and how each therapeutic approach conceptualizes the problem • Discuss the similarities and differences of each approach including discussion of the types of clients typically seen.

On successful completion you will be able to:

- Critique the theoretical models and approaches for Interpersonal Psychotherapy, Schema Mode Therapy and Dialectical Behaviour Therapy.
- Review the clinical stages and goals of treatment for Interpersonal Psychotherapy, Schema Mode Therapy and Dialectical Behaviour Therapy.
- Design and implement Interpersonal Psychotherapy, Schema Mode Therapy and

Dialectical Behaviour Therapy as evidence-based psychological interventions.

- Critically appraise outcome studies comparing Psychoanalytic and Psychodynamic therapy with other therapies.
- Recognise the role of a psychologist with the issues and obstacles inherent in working professionally with clients and other professionals.
- Develop professional skills for Interpersonal Psychotherapy and Schema Therapy.

Delivery and Resources

The unit is comprised of lectures and workshops.

Lectures: 3 x 3 hour lecture on Wednesday

2 x 3 hour lecture on Saturday

Workshops: 3 x 3 hour workshop on Wednesday

2 x 3 hour workshop on Saturday

Learning and Teaching Activities

IPT

Role play and Debate

DBT

Small group supervision

Psychodynamic Approaches

Small group discussion and peer review

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, 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.

Student Support

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

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

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.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Review the clinical stages and goals of treatment for Interpersonal Psychotherapy, Schema Mode Therapy and Dialectical Behaviour Therapy.
- Design and implement Interpersonal Psychotherapy, Schema Mode Therapy and Dialectical Behaviour Therapy as evidence-based psychological interventions.
- Critically appraise outcome studies comparing Psychoanalytic and Psychodynamic therapy with other therapies.
- Recognise the role of a psychologist with the issues and obstacles inherent in working professionally with clients and other professionals.

Assessment tasks

- Schema Live Skills Assessment
- CBT Essay

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Review the clinical stages and goals of treatment for Interpersonal Psychotherapy, Schema Mode Therapy and Dialectical Behaviour Therapy.
- Design and implement Interpersonal Psychotherapy, Schema Mode Therapy and Dialectical Behaviour Therapy as evidence-based psychological interventions.
- Critically appraise outcome studies comparing Psychoanalytic and Psychodynamic therapy with other therapies.
- Recognise the role of a psychologist with the issues and obstacles inherent in working professionally with clients and other professionals.

- Develop professional skills for Interpersonal Psychotherapy and Schema Therapy.

Assessment tasks

- Schema Live Skills Assessment
- CBT Essay

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Critique the theoretical models and approaches for Interpersonal Psychotherapy, Schema Mode Therapy and Dialectical Behaviour Therapy.
- Review the clinical stages and goals of treatment for Interpersonal Psychotherapy, Schema Mode Therapy and Dialectical Behaviour Therapy.
- Critically appraise outcome studies comparing Psychoanalytic and Psychodynamic therapy with other therapies.
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Assessment tasks

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- CBT Essay

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Critique the theoretical models and approaches for Interpersonal Psychotherapy, Schema Mode Therapy and Dialectical Behaviour Therapy.
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- Design and implement Interpersonal Psychotherapy, Schema Mode Therapy and Dialectical Behaviour Therapy as evidence-based psychological interventions.
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Assessment tasks

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PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Review the clinical stages and goals of treatment for Interpersonal Psychotherapy, Schema Mode Therapy and Dialectical Behaviour Therapy.
- Design and implement Interpersonal Psychotherapy, Schema Mode Therapy and Dialectical Behaviour Therapy as evidence-based psychological interventions.
- Critically appraise outcome studies comparing Psychoanalytic and Psychodynamic therapy with other therapies.
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PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Review the clinical stages and goals of treatment for Interpersonal Psychotherapy, Schema Mode Therapy and Dialectical Behaviour Therapy.
- Design and implement Interpersonal Psychotherapy, Schema Mode Therapy and Dialectical Behaviour Therapy as evidence-based psychological interventions.
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Changes since First Published

Date	Description
26/08/2017	Further information provided for a hurdle assessment.