



PSYC985

Clinical Psychology Therapy 1

S1 Day 2018

Department of Psychology

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General Information

Unit convenor and teaching staff

Maria Kangas

maria.kangas@mq.edu.au

Carolyn Schniering

carolyn.schniering@mq.edu.au

Jac Brown

jac.brown@mq.edu.au

Credit points

4

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:

Gather relevant information from the initial interview to inform an evidence-based case formulation

Develop and maintain the therapeutic alliance during the initial assessment

Apply relevant evidence-based core CBT techniques in treating anxiety, stress, trauma –related, and depressive disorders in an integrated manner

Report on 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.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Viva 1</u>	20%	Yes	Week 4
<u>Treatment Plan</u>	20%	Yes	Week 8 - 30th April
<u>Ethical Practice report</u>	10%	Yes	Week 12
<u>Viva 2 & Report</u>	50%	Yes	Week 13

Viva 1

Due: **Week 4**

Weighting: **20%**

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

You will be required to conduct part of an initial assessment which incorporates clinical and counselling skills to enable you to conduct a preliminary case formulation. This assessment will involve a demonstration based on a client vignette you will be issued with on the day of the assessment. Each student will have a maximum of 20 mins. Following your Viva you are also required to submit a brief reflective report (500 words) which summarises your reflections on your performance, which is due the next day following your Viva assessment.

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

Treatment Plan

Due: **Week 8 - 30th April**

Weighting: **20%**

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

The aim of this assignment is to demonstrate that you can formulate an evidence based treatment plan to address the client's presenting problem (based on a mood disorder vignette), as well as discuss the recommended treatment formulation with the client. In addition, you will be required to outline one key/primary cognitive therapy and/or behavioural component that will be included in the treatment program recommended for the client.

On successful completion you will be able to:

- Gather relevant information from the initial interview to inform an evidence-based case formulation
- Apply relevant evidence-based core CBT techniques in treating anxiety, stress, trauma –related, and depressive disorders in an integrated manner
- Report on 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

Due: **Week 12**

Weighting: **10%**

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

You will be required to complete a brief report (1000 words) based on the content covered in the ethics full day workshop scheduled at the end of Week 11.

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
- Apply relevant evidence-based core CBT techniques in treating anxiety, stress, trauma

–related, and depressive disorders in an integrated manner

Viva 2 & Report

Due: **Week 13**

Weighting: **50%**

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

You will be required to conduct part of a CBT based therapy session based on a client vignette. Each student will have a maximum of 20 mins. Following your Viva you are also required to submit a brief reflective report (800 words) which summarises your reflections on your performance, which is due the next day following your Viva assessment.

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
- Report on 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.

Delivery and Resources

There will be a one 2-hour seminar per week, on Thursdays 9am - 11am (9 Wally's Walk, Room 131; formerly E6A) each week of session. There will also be four full day workshops from 9am until 5pm on select Fridays (see University Timetable; 11 Wally's Walk, Room 160; Formerly E5A). The seminars and workshops will involve evidence based coverage of therapy topics and will also include practical skills training. Students will be required to prepare for both seminars and workshops by completing required readings.

Unit Schedule

The schedule of seminars and workshops for this unit are listed below. There may be slight variations in the schedule due to staff availability.

Week	Date	Topic	Lecturer
1	Thursday 1 st March	Introduction to unit: Conducting Initial Assessment using a CBT framework	Maria Kangas

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1	Friday 2 nd March	Initial assessment and introduction to counselling skills in developing a client-therapist relationship [Full day Workshop]	Maria Kangas/ Jac Brown
2	Thursday 8 th March	CBT based Case Formulation	Maria Kangas
3	Thursday 15 th March	Case Formulation – Part 2	Maria Kangas
4	Thursday 22 nd March	Counselling skills – Part 2	Jac Brown
4	Friday 23 rd March	Live Viva Assessments [Students will be allocated set times]	Maria Kangas/ Jac Brown
5	Thursday 29 th March	Mood disorders – Part 1	Maria Kangas
6	Thursday 5 th April	Mood disorders – Part 2	Maria Kangas
7	Thursday 12 th April	Mood disorders – Part 3	Maria Kangas
Mid-Session Break: 16 th to 27 th April			
8	Thursday 3 rd May	Anxiety /Stress disorders – Part 1	Maria Kangas
8	Friday 4 th May	Working with clients from diverse cultural backgrounds [Full day Workshop]	Jac Brown
9	Thursday 10 th May	Anxiety /Stress Disorders – Part 2	Maria Kangas
10	Thursday 17 th May	Anxiety /Stress Disorders – Part 3	Maria Kangas
11	Thursday 24 th May	Anxiety /Stress Disorders – Part 4	Maria Kangas

11	Friday 25 th May	Ethics Full day Workshop	Jac Brown/ Carolyn Schniering
12	Thursday 31 st May	Anxiety /Stress Disorders – Part 5	Maria Kangas
13	Friday 8 th June	Live Viva Assessments [Students will be allocated set times]	Maria Kangas/ Jac Brown

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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

- Gather relevant information from the initial interview to inform an evidence-based case formulation

- Develop and maintain the therapeutic alliance during the initial assessment
- Apply relevant evidence-based core CBT techniques in treating anxiety, stress, trauma –related, and depressive disorders in an integrated manner
- Report on 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.

Assessment tasks

- Viva 1
- Treatment Plan
- Ethical Practice report
- Viva 2 & Report

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

- Gather relevant information from the initial interview to inform an evidence-based case formulation
- Develop and maintain the therapeutic alliance during the initial assessment
- Apply relevant evidence-based core CBT techniques in treating anxiety, stress, trauma –related, and depressive disorders in an integrated manner
- Report on 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.

Assessment tasks

- Viva 1
- Treatment Plan
- Ethical Practice report
- Viva 2 & Report

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

- Gather relevant information from the initial interview to inform an evidence-based case formulation
- Apply relevant evidence-based core CBT techniques in treating anxiety, stress, trauma –related, and depressive disorders in an integrated manner
- Report on the current evidence base in integrating therapeutic approaches in the treatment of anxiety, stress/trauma, adjustment and depressive disorders
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Assessment tasks

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- Viva 2 & Report

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

- Gather relevant information from the initial interview to inform an evidence-based case formulation
- Apply relevant evidence-based core CBT techniques in treating anxiety, stress, trauma –related, and depressive disorders in an integrated manner
- Report on 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.

Assessment tasks

- Treatment Plan
- Ethical Practice report
- Viva 2 & Report

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

- Gather relevant information from the initial interview to inform an evidence-based case formulation
- Develop and maintain the therapeutic alliance during the initial assessment
- Apply relevant evidence-based core CBT techniques in treating anxiety, stress, trauma –related, and depressive disorders in an integrated manner
- Report on the current evidence base in integrating therapeutic approaches in the treatment of anxiety, stress/trauma, adjustment and depressive disorders
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- Viva 2 & Report

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

- Gather relevant information from the initial interview to inform an evidence-based case formulation
- Develop and maintain the therapeutic alliance during the initial assessment
- Apply relevant evidence-based core CBT techniques in treating anxiety, stress, trauma –related, and depressive disorders in an integrated manner
- Report on 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.

Assessment tasks

- Viva 1
- Treatment Plan
- Ethical Practice report
- Viva 2 & Report