



PSYC14049 Professional Practice of Cognitive Therapies

Term 2 - 2019

Profile information current as at 04/05/2024 06:50 am

All details in this unit profile for PSYC14049 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit focuses on both conceptual and practical implications of cognitive behavioural theories. You will have opportunity to explore and learn the different approaches and theoretical debates for the use of cognitive behavioural theory in evidence-based practice of psychology.

Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: *6*

Student Contribution Band: *10*

Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Academic Course =CC42

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2019

- Bundaberg
- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online Quiz(zes)**

Weighting: 15%

2. **Practical Assessment**

Weighting: 25%

3. **Written Assessment**

Weighting: 20%

4. **Examination**

Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student verbal and written feedback

Feedback

Students liked the 'optional' (non compulsory) readings/articles provided.

Recommendation

Continue to provide extra 'optional' reading for students who want more in depth information on unit material.

Feedback from Student written feedback

Feedback

A few students requested a review of the marking guidelines for the two written assessment tasks and to check for inconsistencies and improve clarity.

Recommendation

Review current marking guidelines to check for inconsistencies and improve clarity.

Feedback from Verbal and written feedback

Feedback

Every year students request that the practical task (Videotaped Psycho-education Session and Critique) be amended to remove the Critique component of the assessment. Given the time required to make the video this change would allow the full assessment marks (25%) to be allocated to the Videotaped Psychoeducation Session.

Recommendation

Remove the 'critique' component of Task 2 (Video Recording of Psychoeducation Session and Critique).

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Apply a theoretical and practical understanding of the cognitive therapy model
2. Use case information to formulate case conceptualisations and basic treatment plans with appropriate processes and principles of cognitive therapy
3. Apply core principles of ethical and professional practice to therapeutic processes across psychological case studies and themes
4. Use cognitive therapy processes and decision-making strategies in case study presentations

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 15%			•	•
2 - Practical Assessment - 25%	•			

Assessment Tasks	Learning Outcomes			
	1	2	3	4
3 - Written Assessment - 20%		•		•
4 - Examination - 40%		•	•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication		•	•	•
2 - Problem Solving		•	•	•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy				
5 - Team Work				
6 - Information Technology Competence				
7 - Cross Cultural Competence	•			
8 - Ethical practice	•	•		•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online Quiz(zes) - 15%	•	•	•	•			•	•		
2 - Practical Assessment - 25%	•	•	•		•	•	•	•		
3 - Written Assessment - 20%	•	•	•	•	•		•	•		
4 - Examination - 40%	•	•	•				•	•		

Textbooks and Resources

Textbooks

PSYC14049

Prescribed

Cognitive behavior therapy: Basics and beyond

Edition: 2nd ed (2011)

Authors: Beck, J. S.

Guildford Press

New York , New York , United States of America

ISBN: 9781609185046

Binding: Hardcover

Additional Textbook Information

Copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Laurance Robillard Unit Coordinator

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Tina McAdie Unit Coordinator

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Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction, principles, therapeutic relationship	Chapter 1 & 2	

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Case Conceptualisation	Chapter 3	

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Evaluation and assessment	Chapter 4	

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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First and second therapy sessions Chap 5 & 7

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Thoughts and emotions	Chap 9 & 10	

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Behavioural and additional interventions	Chap 6 & 15	

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Mindfulness and MCBT	Selected Moodle readings	Video Recording of Psychoeducation Session and Critique (25% of your total grade) Due: Week 7 Monday (2 Sept 2019) 9:00 am AEST

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Treatment planning for anxiety disorders	Chapter 19	

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Homework	Chapter 17	

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Homework - troubleshooting	Chap 20	Case Report, Formulation and Treatment Plan (20% of your total grade) Due: Week 10 Monday (23 Sept 2019) 11:45 pm AEST

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Termination, relapse prevention, therapist competency	Chap 18 & readings	

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Week 12 Review of course content and skills	No formal reading	Online Quiz (15% of your total grade) Due: Week 12 Monday (7 Oct 2019) 11:45 pm AEST

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Please note that this is a distance education course and as such there are no on campus lectures scheduled. You do not need to attend any classes/lectures. Recorded lectures will be made available to you on Moodle each week. There will, however, be a number of non-assessed, non-compulsory catch up sessions with me via zoom throughout the semester and that will also be recorded for those of you who can't attend.

Assessment Tasks

1 Online Quiz (15% of your total grade)

Assessment Type

Online Quiz(zes)

Task Description

- You have a quiz to complete via the PSYC14049 Moodle site. The quiz will be open (Week 11) from 0700 am on Friday 4th October 2019 to 11:45 pm Monday 7th of October, 2019 .
- Only one attempt is possible.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 12 Monday (7 Oct 2019) 11:45 pm AEST

Quiz available from Friday until Monday

Return Date to Students

Week 12 Monday (7 Oct 2019)

You will receive immediate feedback on your grade on completion of Quiz 1

Weighting

15%

Assessment Criteria

The quiz is multiple choice.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Apply core principles of ethical and professional practice to therapeutic processes across psychological case studies and themes
- Use cognitive therapy processes and decision-making strategies in case study presentations

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

2 Video Recording of Psychoeducation Session and Critique (25% of your total grade)

Assessment Type

Practical Assessment

Task Description**Part A Video recording of a psycho-education session (75%)**

You will record and submit a video of a psycho-education session.

- The assignment is an opportunity to demonstrate your professional practice in the delivery of a basic component of cognitive behaviour therapy.
- Specifically, you will provide a psycho-education session to a client on the cognitive behavioural model.
- Competence in psycho-education and socialising the client to the CBT model, is a fundamental element of the therapeutic process.
- Further details are provided in the Moodle site.

Part B Critique of Video (25%)

- Watch and review the 10-15 minute video you submitted.
- Write a critical reflection of your experience and approach.

You will need to address the following key areas:

- How well you performed
- What worked well
- How you would potentially run the session next time; What would you do differently?
- Use the assessment criteria from the Moodle site to guide you on the development of this task.

Assessment Due Date

Week 7 Monday (2 Sept 2019) 9:00 am AEST

Return Date to Students

Week 10 Friday (27 Sept 2019)

Weighting

25%

Assessment Criteria

- The video is marked with reference to the Cognitive Therapy Rating Scale. Please refer to Appendix C in the textbook and the feedback sheet on the PSYC14049 Moodle site.
- Referencing Style - American Psychological Association (APA).

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Apply a theoretical and practical understanding of the cognitive therapy model

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 Case Report, Formulation and Treatment Plan (20% of your total grade)**Assessment Type**

Written Assessment

Task Description

Task Description:

- Two case studies are provided on the Moodle site.
- Choose one of these case studies and complete a case history, generate a case conceptualisation and develop a treatment plan.
- Use the assessment criteria from the Moodle site to guide you on the development of this task.

General Guidelines:

- Submit via the Moodle site and please submit as a Word document.
- Use APA formatting with appropriate headings.
- Use appropriate citations and referencing (although citations should be minimal).
- Please include a title page. An abstract is not required for this assessment task.

Assessment Due Date

Week 10 Monday (23 Sept 2019) 11:45 pm AEST

Return Date to Students

Review/Exam Week Friday (18 Oct 2019)

Weighting

20%

Assessment Criteria

- Marking guide provided on Moodle site.
- Referencing style is American Psychological Association (APA)

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Use case information to formulate case conceptualisations and basic treatment plans with appropriate processes and principles of cognitive therapy
- Use cognitive therapy processes and decision-making strategies in case study presentations

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Cross Cultural Competence
- Ethical practice

Examination

Outline

Complete an invigilated examination.

Date

During the examination period at a CQUniversity examination centre.

Weighting

40%

Length

180 minutes

Exam Conditions

Closed Book.

Materials

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem