



PSYC20058 Therapy: Cognitive Behavioural Therapy

Term 1 - 2020

Profile information current as at 30/04/2024 02:44 pm

All details in this unit profile for PSYC20058 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 will provide you with the opportunity to develop the theoretical knowledge and skills necessary to practice within a Cognitive Behavioural Therapy (CBT) framework. You will explore the various cognitive and experiential components of CBT, and demonstrate your ability to critically reflect upon the needs of the client and the practitioner through CBT case conceptualisation/formulation. You will use technical, cognitive, and communication skills to engage in effective CBT practice, investigate client needs, across a variety of client presentations (e.g. cultural diversity, across the lifespan, differing diagnoses).

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Students must be enrolled in the Master of Professional Psychology course.

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 1 - 2020

- 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 Postgraduate 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. **Written Assessment**

Weighting: 40%

2. **Practical Assessment**

Weighting: 40%

3. **Reflective Practice Assignment**

Weighting: 20%

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 Have Your Say

Feedback

Use of break out rooms in zoom lectures assisted student development of therapeutic skills through 'hands on' practice.

Recommendation

Retain format of encouraging active student involvement in lectures.

Feedback from Have Your Say

Feedback

Access to videos of practitioners engaging in CBT techniques would have been helpful.

Recommendation

Retain the prescribed text for this unit as it does include videos of role play. Develop additional video recordings utilising course staff.

Feedback from Have Your Say

Feedback

Unit content was relevant and practical assessment items were very beneficial.

Recommendation

Retain current structure of unit content.

Unit Learning Outcomes

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

1. Apply effective therapeutic and communication skills to demonstrate a solid understanding of Cognitive Behavioural Therapy conceptualisations, treatment plans and strategies
2. Demonstrate cognitive, technical, and creative skills to generate, evaluate, and share psychological knowledge relating to Cognitive Behavioural Therapy
3. Critically analyse therapeutic practice including technical skills and application of knowledge relating to Cognitive Behavioural Therapy.

Learning outcomes are related to core competencies stated by the Psychology Board of Australia (PsychBA), program of study criteria as stated by the Australian Psychology Accreditation Council (APAC), and specifications for study at level 9 as indicated by the Australian Qualifications Framework (AQF).

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 40%	•	•	
2 - Practical Assessment - 40%	•	•	•

Assessment Tasks	Learning Outcomes		
	1	2	3
3 - Reflective Practice Assignment - 20%			•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Knowledge	○	○	○
2 - Communication	○	○	○
3 - Cognitive, technical and creative skills	○	○	
4 - Research		○	
5 - Self-management	○	○	○
6 - Ethical and Professional Responsibility	○	○	○
7 - Leadership	○	○	○
8 - 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
1 - Written Assessment - 40%	○	○	○		○	○	○	
2 - Practical Assessment - 40%	○	○			○	○	○	
3 - Reflective Practice Assignment - 20%	○	○			○	○	○	

Textbooks and Resources

Textbooks

PSYC20058

Prescribed

Learning cognitive-behavior therapy: An illustrated guide

Edition: Second (2017)

Authors: Wright, J. H., Brown, G. K., Thase, M. E., & Ramirez Basco, M.

American Psychiatric Association

Arlington, VA, United States

ISBN: 978-1-6153-7018-4

Binding: Paperback

PSYC20058

Supplementary

Publication manual of the American Psychological Association

Edition: Seventh (2019)

Authors: American Psychological Association

American Psychological Association

United States

ISBN: 978-1-4338-3216-1

Binding: Paperback

Additional Textbook Information

This book is available in hardcover, paperback or spiral ringed book.

There will be a grace period in changeover from sixth edition.

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

Helen Mason Unit Coordinator

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Doreen Canoy Unit Coordinator

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Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Unit Introduction, Assessment and Reflective practice in CBT

READ:

From your PSYC20056 text: Boyle & Gamble (2014) - Chapter 2
Additional reading material this week can be found on Moodle under week 1

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Basic Principles of Cognitive Therapy	READ: Wright et al., (2017) - chapter 1 Australian Psychological Society (APS) Code of Ethics (2007), standard A.3. Informed consent <i>Check the unit's Moodle page under relevant week for any additional readings.</i>	

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
The Therapeutic Relationship	READ: Wright et al., (2017) - chapter 2 From your PSYC20056 text: Boyle & Gamble (2014) - Chapter 5 <i>Check the unit's Moodle page under relevant week for any additional readings.</i> WATCH: Video 1 and 2 (Wright et al., 2017)	

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Assessment and Formulation	READ: Wright et al., (2017) - chapter 3 <i>Check the unit's Moodle page under relevant week for any additional readings.</i>	

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Structuring and Educating	READ: Wright et al., (2017) - chapter 4 <i>Check the unit's Moodle page under relevant week for any additional readings.</i> WATCH: Video 3 and 4 (Wright et al., 2017)	

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Working with Automatic Thoughts	READ: Wright et al., (2017) - chapter 5 <i>Check the unit's Moodle page under relevant week for any additional readings.</i> WATCH: Review video 2 and watch videos 5 to 11 inclusive (Wright et al., 2017)	

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Behavioural Methods I: Improving mood, increasing energy, completing tasks, and solving problems

READ:
Wright et al., (2017) - chapter 6
Check the unit's Moodle page under relevant week for any additional readings.

WATCH:
Video 12 to 15 inclusive (Wright et al., 2017)

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Behavioural Methods II: Reducing anxiety and breaking patterns of avoidance	READ: Wright et al., (2017) - chapter 7 <i>Check the unit's Moodle page under relevant week for any additional readings.</i> WATCH: Video 16 to 19 inclusive (Wright et al., 2017)	

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Modifying Schemas	READ: Wright et al., (2017) - chapter 8 <i>Check the unit's Moodle page under relevant week for any additional readings.</i> WATCH: Video 20, 21, and 22 (Wright et al., 2017)	Case Conceptualisation Due: Week 9 Friday (15 May 2020) 11:59 pm AEST

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Cognitive-Behaviour Therapy to reduce Suicide Risk	READ: Wright et al., (2017) - chapter 9 <i>Check the unit's Moodle page under relevant week for any additional readings.</i> WATCH: Video 23	You will be in Rockhampton for PSYC20055 residential school this week. CBT Techniques and Reflection Due: Week 10 Monday (18 May 2020) 9:00 am AEST

Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Treating Chronic, Severe, or Complex Disorders	READ: Wright et al., (2017) - chapter 10 <i>Check the unit's Moodle page under relevant week for any additional readings.</i>	

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Building Competence in Cognitive Behaviour Therapy	READ: Wright et al., (2017) - chapter 11 <i>Check the unit's Moodle page under relevant week for any additional readings.</i>	CBT Practical Assessment Due: Week 12 Monday (1 June 2020) 9:00 am AEST

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Case Conceptualisation

Assessment Type

Written Assessment

Task Description

You will be required to develop and write a cognitive conceptualisation from a scenario provided during class in week 5. This assessment will include a 1-page dot-point summary of your formulation using the 5P model, and completion of a CBT case conceptualisation worksheet adapted from Wright, Brown, Thase, & Ramirez Basco, 2017).

An Information Sheet, Marking Rubric and the adapted conceptualisation worksheet will be found under the Assessment tab on Moodle in week 1.

Assessment Due Date

Week 9 Friday (15 May 2020) 11:59 pm AEST

To be uploaded through assessment portal on Moodle

Return Date to Students

Week 11 Friday (29 May 2020)

Feedback and grades will be uploaded through assessment portal on Moodle

Weighting

40%

Assessment Criteria

This assessment will be marked out of 100 and is worth 40% of your overall grade for this unit.

The Marking Rubric will consist of a Part A (25 marks) and Part B (75 marks) and will be designed in accordance with the information required in a CBT case conceptualisation. A detailed Marking Rubric will be available under the Assessment tab on the unit's Moodle page in week 1.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Apply effective therapeutic and communication skills to demonstrate a solid understanding of Cognitive Behavioural Therapy conceptualisations, treatment plans and strategies
- Demonstrate cognitive, technical, and creative skills to generate, evaluate, and share psychological knowledge relating to Cognitive Behavioural Therapy

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Self-management
- Ethical and Professional Responsibility
- Leadership

2 CBT Practical Assessment

Assessment Type

Practical Assessment

Task Description

This assessment requires you to video record yourself (therapist) and a fellow student (client) demonstrating the following:

- 1 x 10 minute video recording - CBT Introduction part of an initial session AND
- 1 x 10 minute video recording - Introduction/explanation of a CBT strategy/technique.

Note: You may choose to record this assessment in person with your fellow student during a Course Residential School in week 10, or you may complete the recording via zoom at anytime throughout the term. If you do choose to record in person during the residential school you will need to have chosen the CBT strategy/technique you wish to use prior to ensure you are prepared and ready to record.

Assessment Due Date

Week 12 Monday (1 June 2020) 9:00 am AEST

Recording to be saved and emailed/shared with Unit Coordinator for marking

Return Date to Students

Exam Week Monday (15 June 2020)

Feedback and grade will be uploaded through the assessment portal on Moodle

Weighting

40%

Assessment Criteria

Assessment criteria will be based upon demonstration of the following:

- Adherence to Australian Psychology Society (APS) Code of Ethics and Ethical Guidelines
- Maintains collaborative empirical alliance
- Expresses appropriate empathy, genuineness
- Demonstrates accurate understanding
- Maintains appropriate professionalism and boundaries
- Elicits and gives appropriate feedback from/to client
- Demonstrates knowledge of CBT model
- Demonstrates ability to use chosen technique
- Applies CBT method in flexible manner that meets the needs of the client

A detailed marking rubric will be found under the Assessment tab on the Unit's Moodle page in week 1.

Referencing Style

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

Submission

Offline

Submission Instructions

Video recordings can be saved on Student OneDrive and then shared with/emailed to Unit Coordinator for marking

Learning Outcomes Assessed

- Apply effective therapeutic and communication skills to demonstrate a solid understanding of Cognitive Behavioural Therapy conceptualisations, treatment plans and strategies
- Demonstrate cognitive, technical, and creative skills to generate, evaluate, and share psychological knowledge relating to Cognitive Behavioural Therapy
- Critically analyse therapeutic practice including technical skills and application of knowledge relating to Cognitive Behavioural Therapy.

Graduate Attributes

- Knowledge
- Communication
- Self-management
- Ethical and Professional Responsibility
- Leadership

3 CBT Techniques and Reflection

Assessment Type

Reflective Practice Assignment

Task Description

This assessment will require you to choose five (5) **CBT** techniques/strategies which you will use yourself for at least three (3) days. You will then provide a written piece explaining what each technique/strategy is, how it is implemented, how you found using the technique/strategy, and how it has altered your perception for use by clients. The word limit for this reflection is 2,500 words (+ or - 10%), not including your reference list. This allows approximately 500 words for each technique/strategy. The materials used by yourself (e.g. automatic thought record etc) are to be added as appendices and submitted with your assessment.

Note: This assessment is one you can commence working on very early in term and space out.

Assessment Due Date

Week 10 Monday (18 May 2020) 9:00 am AEST

Assessment to be uploaded through assessment portal on Unit's Moodle page

Return Date to Students

Week 12 Friday (5 June 2020)

Feedback and grades will be uploaded to Moodle through the Assessment portal.

Weighting

20%

Assessment Criteria

This assessment is worth 20% of your overall grade. A detailed marking rubric will be uploaded to the Unit's Moodle page under the Assessment tab in week 1.

Criteria will be related to:

- Accuracy of explanation of technique (e.g. What is the technique; Why and when used; Type of client)
- Strengths or limitations identified with the technique
- Strength of link between personal experience and professional context
- Connection between learning and future practice
- Adherence to APA referencing style.

Referencing Style

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

Submission

Online

Submission Instructions

Upload through Assessment portal on Moodle

Learning Outcomes Assessed

- Critically analyse therapeutic practice including technical skills and application of knowledge relating to Cognitive Behavioural Therapy.

Graduate Attributes

- Knowledge
- Communication
- Self-management
- Ethical and Professional Responsibility
- Leadership

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