# PSYC20058 *Therapy: Cognitive Behavioural Therapy*
## Term 1 - 2022

Profile information current as at 30/04/2024 09:49 am

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 - 2022

- Mixed Mode

## 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).

## Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:
Click here to see your Residential School Timetable.

## 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: Pass/Fail
2. **Practical Assessment**
Weighting: Pass/Fail
3. **Reflective Practice Assignment**
Weighting: Pass/Fail
4. **Learning logs / diaries / Journal / log books**
Weighting: Pass/Fail

## Assessment Grading
This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

# 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, verbal feedback provided to staff.

**Feedback**

Students thought that the textbook was too simplistic, and although they liked the additional video resources, they would have liked a more advanced-level textbook.

**Recommendation**

Teaching team to review the prescribed textbook.

### Feedback from Have your say, verbal feedback provided to staff.

**Feedback**

Students indicated that the assessment tasks were relevant and useful but they would have liked feedback earlier in the term.

**Recommendation**

Teaching team to review assessment due dates and return dates to allow provision of earlier feedback.

### Feedback from Have your say, verbal feedback provided to staff.

**Feedback**

Students valued the applied and interactive nature of classes, particularly those directed at learning and practicing skills and techniques.

**Recommendation**

Retain the interactive and applied nature of classes and identify opportunities for increased time in practicing skills and techniques.

# 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 and reflect on therapeutic practice including technical skills and application of knowledge relating to Cognitive Behavioural Therapy.

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

- 3.3 Employ professional communication skills, in a culturally responsive manner, with a range of socially and culturally diverse clients,
- 3.6 Conduct professional interviews and assessments and synthesise information from multiple sources, including assessment of risk, to formulate a conceptualisation of the presenting issues to determine the most appropriate interventions, including management of risk,
- 3.7 Monitor outcomes and modifications based on evolving case formulation, including health and health concerns, family and support networks, and organisational, cultural or community contexts, with care given to the appropriateness of interventions for the client within their wider context, and
- 3.8 Interpret and communicate findings in oral and written formats, including formal psychological reports, using culturally appropriate language,
- 3.9 Implement appropriate, empirically supported interventions, and monitor clients' progress and intervention outcomes
- 3.14 Engage in self-reflective professional practice, taking account of the impact of their own values and beliefs, and taking appropriate actions as a result (APC, 2019, p.13-14).

# Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level    ◦ Introductory Level    ● Intermediate Level    ● Graduate Level    ◦ Professional Level    ◦ Advanced Level

## Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | |
| --- | --- | --- | --- |
| | 1 | 2 | 3 |
| 1 - Written Assessment - 0% | ● | | ● |
| 2 - Practical Assessment - 0% | ● | ● | |
| 3 - Reflective Practice Assignment - 0% | | | ● |
| 4 - Learning logs / diaries / Journal / log books - 0% | | ● | |

## 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 | | | |

# Textbooks and Resources

## Textbooks
PSYC20058

**Prescribed**

**An Introduction to Cognitive Behaviour Therapy: Skills and Applications**
Third Edition (2017)
Authors: Helen Kennerley, Joan Kirk, David Westbrook
Sage Publications Ltd (UK)
London , England
ISBN: 9781473962583
Binding: Paperback

**Additional Textbook Information**

Both the paper and eBook text can be purchased at the CQUni Bookshop. Click on the Check for eBook link to be

directed to Vitalsource. Search on the unit code here:http://bookshop.cqu.edu.au

**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 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

# Teaching Contacts

**Helen Mason** Unit Coordinator
h.g.mason@cqu.edu.au
**Karena Burke** Unit Coordinator
k.j.burke@cqu.edu.au

# Schedule

| Week 1 - 07 Mar 2022 | | |
|---|---|---|
| **Module/Topic** | **Chapter** | **Events and Submissions/Topic** |
| Unit Introduction, Assessment, and Principles of CBT | Check weekly schedule on Moodle for required and additional readings. | |

| Week 2 - 14 Mar 2022 | | |
|---|---|---|
| **Module/Topic** | **Chapter** | **Events and Submissions/Topic** |
| The Therapeutic Relationship | Check weekly schedule on Moodle for required and additional readings. | |

| Week 3 - 21 Mar 2022 | | |
|---|---|---|
| **Module/Topic** | **Chapter** | **Events and Submissions/Topic** |

| Assessment and Formulation | Check weekly schedule on Moodle for required and additional readings. | |

**Week 4 - 28 Mar 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Socratic Methods | Check weekly schedule on Moodle for required and additional readings. | Skills Demonstration Video 1 due Friday of Week 4 at 11:59PM. **You will be in Rockhampton for residential school this week.** |

**Week 5 - 04 Apr 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Cognitive Methods | Check weekly schedule on Moodle for required and additional readings. | |

**Vacation Week - 11 Apr 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|

**Week 6 - 18 Apr 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Behavioural Methods | Check weekly schedule on Moodle for required and additional readings. | Case Report Formulation due Monday of Week 6 at 11:59PM. |

**Week 7 - 25 Apr 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Alternative Methods and Applications | Check weekly schedule on Moodle for required and additional readings. | |

**Week 8 - 02 May 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Mindfulness | Check weekly schedule on Moodle for required and additional readings. | Skills Demonstration Video 2 due Friday of Week 8 at 11:59PM.<br><br>**Skills Demonstrations** Due: Week 8 Friday (6 May 2022) 11:59 pm AEST |

**Week 9 - 09 May 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Mindfulness | Check weekly schedule on Moodle for required and additional readings. | |

**Week 10 - 16 May 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Treatment Planning and Course Trajectory | Check weekly schedule on Moodle for required and additional readings. | |

**Week 11 - 23 May 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Managing Risk in a CBT Framework | Check weekly schedule on Moodle for required and additional readings. | CBT Strategy Reflections due Monday of Week 11 at 11:59PM.<br><br>**CBT Strategy Reflections** Due: Week 11 Monday (23 May 2022) 11:59 pm AEST |

**Week 12 - 30 May 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Evaluation and Supervision | Check weekly schedule on Moodle for required and additional readings. | |

**Review/Exam Week - 06 Jun 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| | | Case Report due Monday of Week 13 at 11:59PM. |
| | | **Case Formulation and Report** Due: Review/Exam Week Monday (6 June 2022) 11:59 pm AEST |

**Exam Week - 13 Jun 2022**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| | | **Practicum Journal** Due: Exam Week Friday (17 June 2022) 11:59 pm AEST |

## Assessment Tasks

# 1 Case Formulation and Report

**Assessment Type**
Written Assessment

**Task Description**
You will be required to develop and write a Case Report from a scenario provided during class. This assessment comprises 2 parts: a summary of your formulation using the 5P model; and completion of a CBT case conceptualisation in the form of a Psychology Board of Australia (PsyBA) Intervention Case Report.
The 5P Formulation will be due in week 6 (11:59PM on Monday 18/04/2022) and the Case Report will be due in week 13 (11:59PM on Monday 06/06/2022).

**Assessment Due Date**
Review/Exam Week Monday (6 June 2022) 11:59 pm AEST
Upload through Assessment portal on Moodle

**Return Date to Students**
Exam Week Friday (17 June 2022)
Feedback will be uploaded through assessment portal on Moodle

**Weighting**
Pass/Fail

**Minimum mark or grade**
Pass

**Assessment Criteria**
An Information Sheet, Marking Rubric, and the PsyBA Case Report format will be found under the Assessment tab on Moodle in week 1.

**Referencing Style**

- American Psychological Association 7th Edition (APA 7th edition)

**Submission**
Online

**Submission Instructions**
Upload through Assessment portal on Moodle

**Learning Outcomes Assessed**

- Apply effective therapeutic and communication skills to demonstrate a solid understanding of Cognitive Behavioural Therapy conceptualisations, treatment plans and strategies
- Critically analyse and reflect on therapeutic practice including technical skills and application of knowledge relating to Cognitive Behavioural Therapy.

# 2 Skills Demonstrations

**Assessment Type**
Practical Assessment

**Task Description**
This assessment requires you to record two (2) 10min videos of yourself as therapist with a fellow student as client, demonstrating the following:
Video 1 - CBT Introduction part of an initial session, due in week 4 (11:59PM on Friday 01/04/2022) , AND
Video 2 - Introduction/explanation of a CBT strategy/technique, due in week 8 (11:59PM on Friday 06/05/2022).
Note: You may choose to record video 1 of this assessment in person with your fellow student during a Course Residential School in week 4.

**Assessment Due Date**
Week 8 Friday (6 May 2022) 11:59 pm AEST
Upload through Assessment portal on Moodle

**Return Date to Students**
Week 10 Friday (20 May 2022)
Feedback will be uploaded through assessment portal on Moodle

**Weighting**
Pass/Fail

**Minimum mark or grade**
Pass

**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 7th Edition (APA 7th edition)](#)

**Submission**
Online

**Submission Instructions**
Upload through Assessment portal on Moodle

**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

# 3 CBT Strategy Reflections

**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.

**Assessment Due Date**
Week 11 Monday (23 May 2022) 11:59 pm AEST
Upload through Assessment portal on Moodle

**Return Date to Students**
Review/Exam Week Monday (6 June 2022)

Feedback will be uploaded through assessment portal on Moodle

**Weighting**
Pass/Fail

**Minimum mark or grade**
Pass

**Assessment Criteria**
A detailed marking rubric will be uploaded to the 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 7th Edition (APA 7th edition)](#)

**Submission**
Online

**Submission Instructions**
Upload through Assessment portal on Moodle

**Learning Outcomes Assessed**

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

# 4 Practicum Journal

**Assessment Type**
Learning logs / diaries / Journal / log books

**Task Description**
You are required to complete your electronic logbook as required throughout the term. Your logbook will be checked during individual supervision sessions throughout the term.
You must email a copy of your electronic logbook to the Unit Coordinator by Friday of Week 12.
How to use and record information in your electronic logbook will be discussed at length during week 1.

**Assessment Due Date**
Exam Week Friday (17 June 2022) 11:59 pm AEST
Email to Unit Coordinator

**Return Date to Students**

Feedback will be uploaded through assessment portal on Moodle

**Weighting**
Pass/Fail

**Minimum mark or grade**
Pass

**Assessment Criteria**
There will be a tiered approach to pass: 1. On target; 2. Sufficient progress; 3. Plan in place.

**Referencing Style**

- [American Psychological Association 7th Edition (APA 7th edition)](#)

**Submission**
Offline

**Submission Instructions**
You will be required to complete throughout the term and have available for checking at your individual supervision sessions. Please email the final copy to the Unit Coordinator by Friday of Week 14.

**Learning Outcomes Assessed**

- Demonstrate cognitive, technical, and creative skills to generate, evaluate, and share psychological knowledge relating to Cognitive Behavioural Therapy

# 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