



PSYC20058 *Interventions 1*

Term 1 - 2024

Profile information current as at 29/04/2024 08:31 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, and 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 CL68 Master of Professional Psychology or CG17 Master of Clinical Psychology. Anti-req PSYC21003

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 - 2024

- 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

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 SUTE unit comments

Feedback

Students requested greater integration of other materials (i.e., videos) in addition to the textbook, as at times the textbook material was repetitive.

Recommendation

The teaching team will review the unit content to include other materials in addition to the textbook (i.e., videos).

Feedback from SUTE unit comments

Feedback

Students requested increased focus on intervention delivery for children.

Recommendation

The teaching team will review the unit content to be more inclusive of adapting interventions to childhood presentations.

Feedback from SUTE unit comments

Feedback

Students requested a clearer link to the assessment task and unit content.

Recommendation

The teaching team will review the unit content and assessment tasks to make a clearer link between unit content and the assessment tasks.

Unit Learning Outcomes

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

1. Apply effective therapeutic and communication skills to demonstrate an understanding of Cognitive Behavioural Therapy conceptualisations, treatment plans, and strategies.
2. Evaluate and adjust therapeutic interventions, based on an evolving Cognitive Behavioural Therapy case formulation, using processes that are responsive to cultural context and practice across the lifespan.
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



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%		•	•

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: Kennerley, H., Kirk, J., and Westbrook, D.

Sage Publications Ltd (UK)

London, England

Binding: Other

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

Tom De Pauw Unit Coordinator

t.depauw@cqu.edu.au

Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Unit Introduction, Principles of CBT and the Therapeutic Relationship	Textbook Chapter 1: Basic Theory, Development and Current Status of CBT Textbook Chapter 2: Distinctive Characteristics of CBT Textbook Chapter 3: The Therapeutic Relationship	Check weekly schedule on Moodle for additional readings.

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Socratic Methods
Textbook Chapter 7: Socratic Methods
Check weekly schedule on Moodle for additional readings.

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Non-Verbal Interview skills Cognitive Methods Behavioural Methods Domains of Functioning	Textbook Chapter 8: Cognitive Techniques Textbook Chapter 9: Behavioural Experiments Check weekly schedule on Moodle for additional readings.	Residential school on CQUniversity Rockhampton Campus. Lectures will take place: - Monday from 1-4pm - Tuesday from 1-4pm - Wednesday from 1-4pm - Friday from 1-4pm

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Assessment and Formulation	Textbook Chapter 4: Assessment and Formulation Textbook Chapter 5: Measurement in CBT Check weekly schedule on Moodle for additional readings.	

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Treatment Planning	Textbook Chapter 11: The Course of Therapy Check weekly schedule on Moodle for additional readings.	

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Evaluation and Relapse Prevention	Textbook Chapter 18: Evaluating CBT Practice Check weekly schedule on Moodle for additional readings.	

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
		There will be no lecture this week, due to ANZAC holiday on 25th of April 2024.

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Managing Risk in a CBT Framework	Textbook Chapter 12: Depression Check weekly schedule on Moodle for additional readings.	CBT INTERVENTION PLAN Due: Week 8 Friday (3 May 2024) 4:59 pm AEST

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic

CBT and anxiety disorders

Textbook Chapter 13: Anxiety Disorders
 Textbook Chapter 14: Anxiety Disorders: Specific Models and Treatment Protocols
 Check weekly schedule on Moodle for additional readings.

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Mindfulness	Baer, R. (2003). Mindfulness training as a clinical intervention: A conceptual and empirical review. <i>Clinical Psychology: Science and Practice</i> , 10(2), 125-143. https://doi: 10.1093/clipsy/bpg015 Check weekly schedule on Moodle for additional readings.	CBT STRATEGY REFLECTIONS Due: Week 10 Friday (17 May 2024) 4:59 pm AEST

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
CBT applications	Textbook Chapter 15: Wider Applications of CBT Textbook Chapter 16: Alternative Methods of Delivery Check weekly schedule on Moodle for additional readings.	CBT SKILLS DEMONSTRATIONS Due: Week 11 Friday (24 May 2024) 4:59 pm AEST

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Homework, Supervision and Troubleshooting	Textbook Chapter 19: Using Supervision in CBT Check weekly schedule on Moodle for additional readings.	

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

This is a non-graded (Pass/Fail) unit and therefore, in accordance with CQUniversity's Assessment Policy and Procedure (Higher Education Coursework), all assessment tasks must be passed in order to pass this unit. The minimum pass rate for each assessment task is 70% for this unit. Students who have made a reasonable attempt to complete an assessment task initially will have one opportunity to re-attempt a failed assessment task. The mark achieved for the re-attempted assessment task will be recorded as the final mark.

Assessment Tasks

1 CBT INTERVENTION PLAN

Assessment Type
 Written Assessment

Task Description

This assessment requires you to develop and write a CBT Intervention Plan. The Intervention Plan will be based on a culturally-responsive Domains of Functioning approach and include domains of focus and show clear goals, specific intervention strategies to achieve these goals and a plan for managing risk factors. The intervention plan will be clearly linked to the case formulation (developed in class) and discuss relevant evidence-based theories. You will describe how to adjust the CBT intervention plan based on evolving case formulation, using culturally responsive processes (based on additional information provided). You will describe how to evaluate the effectiveness of the intervention. Your reference list will be formatted in the American Psychological Association (APA) conventions with a word limit of 2000 words (excluding references).

Assessment Due Date

Week 8 Friday (3 May 2024) 4:59 pm AEST
Upload through Assessment portal on Moodle

Return Date to Students

Week 10 Friday (17 May 2024)
Feedback will be uploaded through assessment portal on Moodle

Weighting

Pass/Fail

Minimum mark or grade

Pass: Minimum grade of 70%

Assessment Criteria

The Intervention Plan will be marked out of 100. You must get a mark of 70 or greater to pass. Please use the below criteria as a guide. A more detailed marking rubric for each strategy will be available on the Unit's Moodle page under the Assessment tab.

Assessment criteria will be based upon demonstration of the following:

1. Clear and specific goals, with a rationale explaining how they are linked to the case formulation. This includes adjustments made for culturally appropriate practices.
2. Description of the intervention plan (including the structure of sessions, intervention strategies that will be used to achieve goals, the order of interventions and expected length of treatment and plans for managing risks if these are indicated), with reference to the relevant evidence-based literature.
3. Description of the adjustments you would make to the intervention, based on the evolving case information, with an evidence-based rationale for the changes.
4. Description of how you would evaluate the effectiveness of the intervention, using person-centred and evidence-based measures of change.

Referencing Style

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

Submission

Online

Submission Instructions

Submit your CBT intervention plan and case formulation in Moodle. The case formulation will not be graded but is required to ascertain that the intervention plan is clearly linked to the case formulation.

Learning Outcomes Assessed

- Apply effective therapeutic and communication skills to demonstrate an 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 CBT SKILLS DEMONSTRATIONS

Assessment Type

Practical Assessment

Task Description

This assessment requires you to demonstrate Cognitive Behavioural Therapy (CBT) interventions targeted for both adult clients and a child client. You will submit 3 videos of 10 minutes each, demonstrating a key CBT skills with a simulated adult/child client, role-played by another student in the unit.

For the video submissions you will demonstrate:

- 1) The application of a specific CBT strategy, adapted to be developmentally and culturally appropriate for your client,
- 2) Collaborative empiricism (i.e. collaboratively working with the client, using relevant evidence to inform treatment) and
- 3) Professional communication with your client.

You will be provided with referral information and intake notes for your simulated client and advised of the CBT strategies that you will be required to demonstrate during residential school (Week 3).

You will receive feedback after each video, allowing you to improve on your skills as well as incorporating this feedback in your subsequent video submission. This allows you to exhibit your learning process through the term and through the submittance of the videos.

- The first skills demonstration (adult) video is due in **Week 4 (Friday March 29th at 4:59PM AEST).**
- The second skills demonstration (adult) video is due in **Week 7 (Friday April 26th at 4:59PM AEST).**
- The third skills demonstration (child) video is due in **Week 11 (Friday May 24th at 4:59PM AEST).**

Assessment Due Date

Week 11 Friday (24 May 2024) 4:59 pm AEST

Upload through Assessment portal on Moodle

Return Date to Students

Review/Exam Week Friday (7 June 2024)

Feedback will be uploaded through Assessment portal on Moodle

Weighting

Pass/Fail

Minimum mark or grade

Pass: Minimum grade of 70%

Assessment Criteria

Each of the videos will be marked out of 50 and you must get a mark of 35/50 or greater to pass each video set.

Please use the below criteria as a guide. A more detailed marking rubric for each strategy will be available on the Unit's Moodle page under the Assessment tab.

Assessment criteria will be based upon demonstration of the following:

1. Effectively uses a CBT strategy (as advised in residential school Week 3) to work with a simulated client in ways that are developmentally and culturally appropriate.
2. In each video, there is demonstrated:
 - a) Collaborative empiricism (i.e., collaboratively working with the client in flexible manner that meets the needs of the client, using relevant evidence to inform treatment).
 - b) Professional communication, including the expression of appropriate empathy, accurate understanding, appropriate professional boundaries, and eliciting and providing feedback.
 - c) Appropriateness of pacing and each demonstrated CBT strategy is strictly 10 minutes each.

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 an understanding of Cognitive Behavioural Therapy conceptualisations, treatment plans, and strategies.
- Evaluate and adjust therapeutic interventions, based on an evolving Cognitive Behavioural Therapy case formulation, using processes that are responsive to cultural context and practice across the lifespan.

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 10 Friday (17 May 2024) 4:59 pm AEST
Upload through Assessment portal on Moodle

Return Date to Students

Week 12 Friday (31 May 2024)
Feedback will be uploaded through assessment portal on Moodle

Weighting

Pass/Fail

Minimum mark or grade

Pass: Minimum grade of 70%

Assessment Criteria

Each of the five strategies will be marked out of 12, with a total mark of 60. You must get a mark of 42 or greater to pass this assessment task.

Please use the below criteria as a guide. More detailed assessment information and the marking rubric for each strategy will be available on the Unit's Moodle page under the Assessment tab.

Assessment criteria will be based upon demonstration of the following:

- 1) Accuracy of explanation of technique (e.g. What is the technique; Why and when used; Type of client).
- 2) Strengths or limitations identified with the technique.
- 3) Strength of link between personal experience and professional context.
- 4) Connection between learning and future practice.
- 5) Word limit and writing style.
- 6) 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

- Evaluate and adjust therapeutic interventions, based on an evolving Cognitive Behavioural Therapy case formulation, using processes that are responsive to cultural context and practice across the lifespan.
- Critically analyse and reflect on therapeutic practice including technical skills and application of 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