



# PSYC20059 *Therapy: Skills, Approaches, and Techniques*

## Term 2 - 2020

Profile information current as at 16/05/2024 12:42 am

All details in this unit profile for PSYC20059 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

In this unit you will focus on consolidating known and expanding psychological knowledge, through the exploration of contemporary intervention skills, approaches, and techniques. You will draw upon foundational competencies such as micro-counselling skills, assessment interviews, and record keeping, and be introduced to additional therapy models to broaden your knowledge of the discipline. The role of motivational interviewing in evidence-based therapeutic intervention and psychopharmacology will also be explored.

### 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 2 - 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. **Practical Assessment**

Weighting: 40%

#### 2. **Reflective Practice Assignment**

Weighting: 30%

#### 3. **Report**

Weighting: 30%

### 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 feedback; MPP teaching team

**Feedback**

Would have liked to have more examples of specific therapeutic techniques.

**Recommendation**

Additional therapeutic technique/s and role play videos to be added to unit resources.

#### Feedback from "Have Your Say"

**Feedback**

Some students indicated they would like more clarity around assessment expectations.

**Recommendation**

All assessment tasks will be discussed in detail during the lecture in week 1. Students will also have access to detailed marking rubrics and assessment criteria on Moodle in week 1.

#### Feedback from "Have Your Say"; Feedback to Head of Course

**Feedback**

Students indicated they really enjoyed the opportunity to learn about a few different therapeutic modalities.

**Recommendation**

This unit will continue to introduce students to various types of therapy to encourage ongoing professional development.

## Unit Learning Outcomes

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

1. Synthesise knowledge of contemporary therapeutic approaches, skills, and techniques
2. Communicate high level, independent judgements regarding client presentations and therapeutic options in culturally responsive ways
3. Engage in critical self-reflective practice in regard to skills, techniques, and judgements.

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

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Practical Assessment - 40%	•	•	•
2 - Reflective Practice Assignment - 30%			•
3 - Report - 30%	•	•	

### 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 - Practical Assessment - 40%	○	○	○		○	○	○	
2 - Reflective Practice Assignment - 30%	○	○	○		○	○	○	
3 - Report - 30%	○	○		○	○	○	○	

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### 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

**Talitha Best** Unit Coordinator  
[t.best@cqu.edu.au](mailto:t.best@cqu.edu.au)

## Schedule

### Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Therapeutic Relationship - Part 1	E-reading list for relevant readings and resources	

### Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Therapeutic Relationship - Part 2	E-reading list for relevant readings and resources	

### Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Compassion Focused Therapy (CFT) - theory and focus	E-reading list for relevant readings and resources	

### Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Compassion Focused Therapy (CFT) - application and skills	E-reading list for relevant readings and resources	

### Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Compassion Focused Therapy (CFT) - skill development	E-reading list for relevant readings and resources	

### Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 24 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Compassion Focused Therapy (CFT) and further therapy skills in relation to Cognitive Behavioural Therapy and Mindfulness	E-reading list for relevant readings and resources	<b>Therapy Skills</b> Due: Week 6 Monday (24 Aug 2020) 11:55 pm AEST

**Week 7 - 31 Aug 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Mindfulness skills and approaches	E-reading list for relevant readings and resources	

**Week 8 - 07 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Mindfulness strategies	E-reading list for relevant readings and resources	

**Week 9 - 14 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Psychopharmacology in therapy		<b>Reflection and Evaluation Practice</b> Due: Week 9 Thursday (17 Sept 2020) 11:55 pm AEST

**Week 10 - 21 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Motivational interviewing and Acceptance Commitment Therapy (ACT) - theory and focus	E-reading list for relevant readings and resources	

**Week 11 - 28 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Acceptance Commitment Therapy (ACT) - skill development	E-reading list for relevant readings and resources	

**Week 12 - 05 Oct 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Case reports, reflections and therapeutic relationship - conclusion.		

## Assessment Tasks

### 1 Therapy Skills

**Assessment Type**

Practical Assessment

**Task Description**

This assessment requires you to record (audio-visual) a 10-15 min demonstration of a therapeutic skill and provide a 250-500 word reflection. Your video recording is to demonstrate a therapeutic intervention strategy discussed in this unit, in order to highlight and practice your skill. Your client will be a fellow student, and in pairs one student will be the client and one will be the therapist.

You will be provided the scenario to work with. Your task is to decide which approach/intervention strategy you would like to use and then demonstrate that therapeutic intervention approach to assist the client.

**Assessment Due Date**

Week 6 Monday (24 Aug 2020) 11:55 pm AEST

**Return Date to Students**

Week 8 Thursday (10 Sept 2020)

Feedback will be provided and uploaded through Moodle.

**Weighting**

40%

**Assessment Criteria**

The assessment is graded out of 40. The recording, aimed at capturing your skill, is worth 30 marks and the brief written reflection is worth 10 marks. The marking rubric and further supporting details will be provided on Moodle.

**Referencing Style**

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

**Submission**

Offline Online

**Learning Outcomes Assessed**

- Synthesise knowledge of contemporary therapeutic approaches, skills, and techniques
- Communicate high level, independent judgements regarding client presentations and therapeutic options in culturally responsive ways
- Engage in critical self-reflective practice in regard to skills, techniques, and judgements.

**Graduate Attributes**

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

## 2 Reflection and Evaluation Practice

**Assessment Type**

Reflective Practice Assignment

**Task Description**

This assessment requires you to utilise a further therapeutic intervention approach/technique (that is, it is different from the one you demonstrated in assessment task 1).

Choose a particular approach, technique or strategy that you would like to develop and through class engagement and opportunity, practice that skill with a fellow student. You will be given time to do this in class throughout the term. In selecting one of the approaches for intervention, write a reflection of your experience from a professional and personal growth viewpoint.

The reflection is to be 800-1000 words and needs to address 3 main components.

1. Include a brief discussion of the strengths and weaknesses of the intervention approach
2. Provide a personal reflection on the experience, including lessons learnt and how practice might be modified in light of the experience. This may include articulating the thoughts and feelings of your experience and your evaluation and conclusion from the experience.
3. Provide a reflection on the likely impact for the client and areas of further action for growth and development in your professional practice.

**Assessment Due Date**

Week 9 Thursday (17 Sept 2020) 11:55 pm AEST

**Return Date to Students**

Week 11 Thursday (1 Oct 2020)

**Weighting**

30%

**Assessment Criteria**

This assessment is graded out of 30, with the 3 components given a unique mark relevant to the task description. The marking rubric and further supporting details will be provided on Moodle.

**Referencing Style**

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

**Submission**

Online

### **Learning Outcomes Assessed**

- Engage in critical self-reflective practice in regard to skills, techniques, and judgements.

### **Graduate Attributes**

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

## **3 Intervention case report**

### **Assessment Type**

Report

### **Task Description**

Therapy reports are an important aspect of psychological practice and incorporate many key skills for clinicians. This assessment requires you to write a case report for an intervention with a simulated client. You can use the simulated clients from your current supervised practice, or the scenarios worked with in class, or develop a client scenario as if you have continued seeing this client over six sessions.

In preparation for your skill development in this area, the purpose of the case report is to demonstrate your critical thinking and decision making around interventions based on a clear formulation and evidence based approach.

### **Assessment Due Date**

Review/Exam Week Monday (12 Oct 2020) 9:00 am AEST

### **Return Date to Students**

Exam Week Friday (23 Oct 2020)

### **Weighting**

30%

### **Assessment Criteria**

In general, your submission will follow Psychology Board of Australia (PsyBA) 5 + 1 internship guidelines for case reports, with particular sections weighted differently for the purpose of this assessment task. Further details of the task along with supporting information such as the intervention case report checklist and marking rubric will be provided on Moodle.

### **Referencing Style**

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

### **Submission**

Online

### **Learning Outcomes Assessed**

- Synthesise knowledge of contemporary therapeutic approaches, skills, and techniques
- Communicate high level, independent judgements regarding client presentations and therapeutic options in culturally responsive ways

### **Graduate Attributes**

- Knowledge
- Communication
- Research
- 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