



PSYC20059 *Therapy: Skills, Approaches, and Techniques*

Term 2 - 2022

Profile information current as at 11/04/2024 01:02 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 CL68 Master of Professional Psychology

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 - 2022

- 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: Pass/Fail

2. **Reflective Practice Assignment**

Weighting: Pass/Fail

3. **Report**

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" Moodle evaluation feedback and student feedback

Feedback

Students found the earlier presentation of information about the case report to be useful but requested more detail about the development of case report skills.

Recommendation

Retain the earlier presentation of case report material as part of the assessment brief. Confirm the learning framework for this task as further competency development of the students' current skills from Term 1.

Feedback from "Have your say" Moodle evaluation feedback

Feedback

Students suggested opportunity for a 10 min break after 1 hour of class time within the 2-hour lecture time.

Recommendation

A scheduled break between content and practice elements of the material will be provided.

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 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,
- 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 outcome, and
- 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
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Practical Assessment - 0%	•		•
2 - Reflective Practice Assignment - 0%		•	•
3 - Report - 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

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

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Schedule

Week 1 - 11 Jul 2022

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

Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Therapeutic Relationship - Part 2 (Reflection, Attachment and Compassion)	E-reading list for relevant readings and resources	

Week 3 - 25 Jul 2022

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

Week 4 - 01 Aug 2022

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

Week 5 - 08 Aug 2022

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

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Compassion Focused Therapy - further skills and approaches	E-reading list for relevant readings and resources	

Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Psychopharmacology in therapy - approaches and skills	E-reading list for relevant readings and resources	Therapy Skills Due: Week 7 Monday (29 Aug 2022) 9:00 am AEST

Week 8 - 05 Sep 2022

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

Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Motivational Interviewing		

Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Case Reports and Reflective Practice	E-reading list for relevant readings and resources	Reflection of practice and self Due: Week 10 Monday (19 Sept 2022) 9:00 am AEST

Week 11 - 26 Sep 2022

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

Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
Preparing for practice: therapist self-care and reflection		Intervention Case Report Due: Week 12 Friday (7 Oct 2022) 12:00 pm AEST

Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 17 Oct 2022

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

As this is a competency-based unit, a pass grade is 70% or greater. If a student fails an assessment item, they will be offered a re-submission attempt, as per the CQUniversity Assessment Policy and Procedure (Higher Education Coursework).

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 250-300 word reflection. Your video recording is to demonstrate a therapeutic intervention strategy of your choice relevant to the content of the unit. This task provides opportunity to learn, grow and practice your skill as well as receive feedback and support on the therapeutic modality of your choice. 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 a 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 7 Monday (29 Aug 2022) 9:00 am AEST

Return Date to Students

Feedback will be provided and uploaded through Moodle

Weighting

Pass/Fail

Minimum mark or grade

As this is a competency-based unit, a pass grade is 70% or greater.

Assessment Criteria

The assessment is provided an assessment framework to assist competency with a score out of 40. The recording, aimed at capturing and providing feedback and support for your skill, is the predominant focus of the task (30 points) and the brief written reflection (10 points). The overall skill based competency rubric and further supporting details will be provided on moodle and in discussed in class time.

Referencing Style

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

Submission

Offline Online

Submission Instructions

A link to the recording via the platform you have used is adequate. An upload of the recording in Moodle is not required.

Learning Outcomes Assessed

- Synthesise knowledge of contemporary therapeutic approaches, skills, and techniques
- Engage in critical self-reflective practice in regard to skills, techniques, and judgements.

2 Reflection of practice and self

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 for future growth and development. This could 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 10 Monday (19 Sept 2022) 9:00 am AEST

Return Date to Students**Weighting**

Pass/Fail

Minimum mark or grade

As this is a competency-based unit, a pass grade is 70% or greater.

Assessment Criteria

This assessment is considered against a competency framework weighted out of 30. A more detailed outline of the 3 components of the reflection will be provided on Moodle, as well as discussed in class time.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- 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.

3 Intervention Case Report

Assessment Type

Report

Task Description

Intervention 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. You can use the simulated/actual 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 continued 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. The case report structure is aligned with the requirements for registration.

Assessment Due Date

Week 12 Friday (7 Oct 2022) 12:00 pm AEST

Return Date to Students**Weighting**

Pass/Fail

Minimum mark or grade

As this is a competency-based unit, a pass grade is 70% or greater.

Assessment Criteria

In general, your submission will follow Psychology Board of Australia (PsyBA) 5 + 1 internship guidelines for intervention case reports.

Further details of the task along with supporting information such as the intervention case report checklist 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

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