



# PSYC21003 Therapy 1: Theory, Research, Practice

## Term 1 - 2017

Profile information current as at 13/05/2024 08:38 am

All details in this unit profile for PSYC21003 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 is part of the sequence of units that culminates in the degree of Master in Clinical Psychology. This unit is intended to provide basic knowledge in therapy research, theory and practice necessary for working as a Clinical Psychologist. This initial unit will focus on allowing students to develop fundamental skills in Cognitive Behaviour Therapy and to develop insight into the range of common and specific factors that shape therapeutic outcomes. A strong emphasis will be placed on the skill of cognitive conceptualisation and the relationship between conceptualisation and treatment planning. The skills and knowledge developed in this unit, in conjunction with the other units offered in Term 1, will provide a basis for commencement of clinical practice.

### 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

Academic Course = CG17

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 - 2017

- Rockhampton

### 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: 50%

#### 2. **Written Assessment**

Weighting: 25%

#### 3. **Presentation and Written Assessment**

Weighting: 25%

### 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](#).

## Unit Learning Outcomes

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

1. Develop cognitive conceptualisations of common psychological conditions including mood, anxiety and somatoform disorders.
2. Utilise cognitive conceptualisations to establish structured and effective treatment plans
3. Demonstrate a range of behavioural and cognitive treatment strategies
4. Access and critique the research that describes the role of common and specific factors, issues of evidence based practice and practice based evidence, and outcome measures in psychotherapy.

The curriculum of this unit aligns with the APAC College Course approval guidelines for Clinical psychology 1 Interventions and the APAC standards under categories of Knowledge of the Discipline, Ethical, Legal and Professional Matters, Psychological Assessment and Measurement, Intervention Strategies and Communication and Interpersonal Relationships

## 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	4
1 - Written Assessment - 50%	•	•	•	•
2 - Written Assessment - 25%	•	•	•	
3 - Presentation and Written Assessment - 25%	•	•	•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - 50%	○	○	○		○	○		
2 - Written Assessment - 25%	○	○	○	○	○	○		
3 - Presentation and Written Assessment - 25%	○	○	○	○	○	○		

## Textbooks and Resources

### Textbooks

PSYC21003

#### Prescribed

#### **Learning Cognitive Behaviour Therapy. An illustrated Guide**

Edition: First (2006)

Authors: Wright, Basco, Thase

American Psychiatric Publishing

Washington , USA

Binding: Paperback

[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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Leonie Lorien** Unit Coordinator

[l.lorien@cqu.edu.au](mailto:l.lorien@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
General Overview of Course Structure. Evidence based for Cognitive Behavioural Therapy (CBT) Principles of CBT	Wright et al., (2006). <b>Chapter 1.</b> Basic Principles of Cognitive-Behavior Therapy.	Please ensure that you have read the core reading prior to class each week. Details provided in Moodle.

### Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
The Therapeutic Relationship in CBT Assessments for CBT	Wright et al., (2006). <b>Chapter 2.</b> The Therapeutic Relationship, and <b>Chapter 3.</b> Assessment and Formulation p45-51.	Core Readings in Moodle

### Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
CBT Case Conceptualisation 5 P's Model (Demonstration, Practice, Reflection)	Wright et al., (2006). <b>Chapter 3.</b> Assessment and Formulation p51-61.	Core Readings in Moodle

### Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Structuring and Educating in CBT	Wright et al., (2006). Chapter 4. Structuring and Educating	Core Readings in Moodle
<b>Week 5 - 03 Apr 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Behavioural Methods I:	Wright et al., (2006).Chapter 6. Behavioral Methods I: Improving Energy, Completing Tasks and Solving Problems.	Core Readings in Moodle
<b>Vacation Week - 10 Apr 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
No Classes Scheduled		
<b>Week 6 - 17 Apr 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
In Class Assessment Cognitive Change Interventions I: Working with Automatic Thoughts	Wright et al., (2006) Chapter 4. Working with Automatic Thoughts	In Class Formulation Assessment Task. 25% of Grade. Core Readings in Moodle  <b>Written Assessment</b> Due: Week 6 Thursday (20 Apr 2017) 9:00 am AEST
<b>Week 7 - 24 Apr 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Behavioural Methods II:	Wright et al., (2006).Chapter 7. Behavioral Methods II: Reducing Anxiety and Breaking Patterns of Avoidance.	Core Readings in Moodle
<b>Week 8 - 01 May 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Cognitive Interventions II: Modifying Schemas	Wright et al., (2006). Chapter 8. Modifying Schemas.	Core Readings in Moodle
<b>Week 9 - 08 May 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
CBT Skills Assessment and Reflection	Bennett-Levy, Thwaite, Chaddock and Davis (2009). Chapter 7. Reflective Practice in cognitive behavioural therapy: The engine of lifelong learning. In Rudi & Stedman. <i>Reflective Practice in Psychotherapy and Counselling</i> (online access)	CBT skills video and critique due. 25% of Grade Core Readings in Moodle  <b>Presentation and Written Assessment</b> Due: Week 9 Thursday (11 May 2017) 9:00 am AEST
<b>Week 10 - 15 May 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Managing Emotions	Understanding Distress Intolerance Modules. Centre for Clinical Interventions (online resource).	Core Readings in Moodle
<b>Week 11 - 22 May 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Cross Cultural Adaptions for CBT Common Problems and Pitfalls in CBT	Wright et al., (2006). Chapter 9. Common Problems and Pitfalls.	Core Readings in Moodle
<b>Week 12 - 29 May 2017</b>		
Module/Topic	Chapter	Events and Submissions/Topic

Treating Chronic, Severe or Complex Disorders Review

Wright et al., (2006). Chapter 10. Treating Chronic, Severe or Complex Disorders.

Core Readings in Moodle

### Review/Exam Week - 05 Jun 2017

Module/Topic

Chapter

Events and Submissions/Topic

In Class Assessment

In Class Assessment 3hrs.

**Written Assessment Due:**  
Review/Exam Week Thursday (8 June 2017) 9:00 am AEST

### Exam Week - 12 Jun 2017

Module/Topic

Chapter

Events and Submissions/Topic

## Assessment Tasks

### 1 Written Assessment

#### Assessment Type

Written Assessment

#### Task Description

Students will undertake a 3 hour in class assessment to evaluate aspects of their Knowledge of the Discipline. Students will be provided with 6 topic areas prior to the assessment and will be required to respond to 4 of these topics. This assessment will be worth 50% of the overall course grade.

#### Assessment Due Date

Review/Exam Week Thursday (8 June 2017) 9:00 am AEST

To be handed in following assessment

#### Return Date to Students

Exam Week Friday (16 June 2017)

Returned directly to students

#### Weighting

50%

#### Minimum mark or grade

Pass

#### Assessment Criteria

Each question will be allocated equivalent marks (25%) and therefore should be allocated equivalent writing time. It is expected that student would present a 40-45 minute written response to each questions.

Students are reminded that, where relevant, their answers need to be supported by recent research evidence. Apart from the inclusion of potentially seminal research findings students should focus on peer reviewed research published across the past 5 years.

#### Referencing Style

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

#### Submission

Offline

#### Submission Instructions

To be handed in directly to course coordinator.

#### Learning Outcomes Assessed

- Develop cognitive conceptualisations of common psychological conditions including mood, anxiety and somatoform disorders.
- Utilise cognitive conceptualisations to establish structured and effective treatment plans
- Demonstrate a range of behavioural and cognitive treatment strategies
- Access and critique the research that describes the role of common and specific factors, issues of evidence based practice and practice based evidence, and outcome measures in psychotherapy.

## Graduate Attributes

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

## 2 Written Assessment

### Assessment Type

Written Assessment

### Task Description

For this assessment you will be required to develop and write up a case formulation from a provided clinical scenario. This assessment will be carried out during class time in Week 6.

### Assessment Due Date

Week 6 Thursday (20 Apr 2017) 9:00 am AEST

Written assessment handed in to lecturer

### Return Date to Students

Week 7 Thursday (27 Apr 2017)

Written assessment will be returned to students

### Weighting

25%

### Minimum mark or grade

Pass

### Assessment Criteria

Video 30 minutes | Written response 1 hr. The focus of this assessment will be on your skills in the development of a CBT case formulation. You will be required to watch a video role play and utilise the Wellness Centre intake form to record relevant information under each of the headings provided. You will also be provided with a referral note and DASS scores. Following the video you will be required to provide a written case formulation under the following headings: Predisposing factors, Precipitating factors, Presenting factors (including beliefs, behaviours, affect, somatic), Perpetuating factors, and Potentials.

In addition to this dot point presentation covering the key areas described above, you are required to write a brief (no more than one page) summary of conceptualisation. You will be required to submit your intake form (not graded), dot point formulation (50%) and written case conceptualisation (50%).

### Referencing Style

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

### Submission

Offline

### Submission Instructions

Handed in directly following the in class assessment.

### Learning Outcomes Assessed

- Develop cognitive conceptualisations of common psychological conditions including mood, anxiety and somatoform disorders.
- Utilise cognitive conceptualisations to establish structured and effective treatment plans
- Demonstrate a range of behavioural and cognitive treatment strategies

## Graduate Attributes

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

## 3 Presentation and Written Assessment

**Assessment Type**

Presentation and Written Assessment

**Task Description**

Students will be required to develop and submit a 10 minute video demonstrating a key CBT technique appropriate for treatment of the client presented in assessment 1. Students must also submit a short justification of the evidence base for the selected technique and a critique of their implementation of this technique as evidenced on the accompanying video. This written component must not exceed 1000 words This assessment is due by in Week 9 and will represent 25% of the course grade.

**Assessment Due Date**

Week 9 Thursday (11 May 2017) 9:00 am AEST

Video and written critique

**Return Date to Students**

Week 11 Thursday (25 May 2017)

Submissions will be returned to students.

**Weighting**

25%

**Minimum mark or grade**

Pass

**Assessment Criteria**

Assessment criteria will be discussed and made available to students through the moodle site.

**Referencing Style**

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

**Submission**

Offline Online

**Submission Instructions**

Email submission of materials and uploading of video onto video drive.

**Learning Outcomes Assessed**

- Develop cognitive conceptualisations of common psychological conditions including mood, anxiety and somatoform disorders.
- Utilise cognitive conceptualisations to establish structured and effective treatment plans
- Demonstrate a range of behavioural and cognitive treatment strategies

**Graduate Attributes**

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

## 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