



# PSYC21003 Therapy 1: Theory, Research, Practice

## Term 1 - 2019

Profile information current as at 10/05/2024 08:01 pm

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 you with the basic knowledge in therapy research, theory and practice necessary for working as a Clinical Psychologist. The skills and knowledge developed in this unit, in conjunction with the other units offered in Term 1, will provide you with a basis for commencement of clinical practice. Specifically, this initial unit will focus on allowing you 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.

### 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 - 2019

- 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. **Presentation**

Weighting: 25%

#### 3. **Examination**

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](#).

## 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' in Moodle

##### **Feedback**

Students indicated that the assessments reflected the skills they needed to learn with real clients and as such, provided really good opportunities for learning.

##### **Recommendation**

Retain assessments that reflect practical application of knowledge.

#### Feedback from 'Have Your Say' in Moodle

##### **Feedback**

Students indicated that they liked the structure of the class, including group discussions and opportunities to practice skills through role plays.

##### **Recommendation**

Retain the structure of the class, including group discussions and opportunities to practice skills.

#### Feedback from 'Have Your Say' in Moodle

##### **Feedback**

Students requested more time in-class to practice skills.

##### **Recommendation**

Maintain a balance between group discussion of knowledge-based learning and practical application of skills.

#### Feedback from 'Have Your Say' in Moodle

##### **Feedback**

Students requested to have the Indigenous component earlier in the Unit.

##### **Recommendation**

Introduce cultural awareness earlier in the Unit and integrating discussion of cultural competencies throughout the Unit.

## 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 develop and establish structured and effective treatment plans
3. Demonstrate an understanding of a range of behavioural and cognitive treatment strategies
4. Access and critique the research that describes the role of common and specific factors and issues around evidence based practice in psychotherapy.
5. Reflect critically on therapeutic practice as a way of improving as a learner and as a clinical psychologist.

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	5
1 - Written Assessment - 50%	•	•	•	•	•
2 - Presentation - 25%		•	•		
3 - Examination - 25%	•				•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Presentation - 25%	○	○	○	○	○	○		
3 - Examination - 25%	○	○	○	○	○	○		

## Textbooks and Resources

### Textbooks

PSYC21003

#### Prescribed

##### Learning Cognitive-Behavior Therapy

2nd Edition (2017)

Authors: Wright, J.H., Brown, G.K., Thase, M.E., & Basco, M. R.

American Psychiatric Association Publishing

Arlington , VA , United States of America

Binding: Paperback

PSYC21003

#### Supplementary

##### Publication Manual of the American Psychological Association (APA)

Edition: 6th ( )

American Psychological Association

ISBN: 1433805618

Binding: Paperback

#### Additional Textbook Information

Paper copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[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 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Overview of Unit and Assessment Evidence base for Cognitive Behavioural Therapy (CBT) Principles of CBT	Wright et al., (2006). Chapter 1. Basic Principles of Cognitive-Behavior Therapy. Complete Learning Exercise 1-1.	Prior to class each week, please ensure that you have read the relevant chapter, completed learning exercises and watched videos as specified.

### Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
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The Therapeutic Relationship  
Assessments for Therapy

Wright et al., (2006). Chapter 2. The  
Therapeutic Relationship, and Chapter  
3. Assessment and Formulation  
p45-51. Watch Video 1 & 2

### Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Cognitive Conceptualisation - 5P Model	Wright et al., (2006). Chapter 3. Assessment and Formulation p51-61. Complete Learning Exercise 3-1	

### Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Structuring and Educating in CBT	Wright et al., (2006). Chapter 4. Structuring and Educating Watch Video 3 & 4 Complete Learning Exercise 4-1 & 4-2.	

### Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Working with Automatic Thoughts	Wright et al., (2006) Chapter 5. Working with Automatic Thoughts Watch Video 5 - 11 Complete Learning Exercise 5-2 - 5-6.	

### Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
No Classes Scheduled		

### Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Behaviour Methods I	Wright et al., (2006).Chapter 6. Behavioral Methods I: Improving Energy, Completing Tasks and Solving Problems. Watch Video 12 - 15 Complete Learning Exercise 6-1 - 6-2	Assessment 1 (Part A) In-class. Watch Intake assessment and complete cognitive conceptualisation (26 April 2019) 9:00 am AEST.

### Week 7 - 29 Apr 2019

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. Complete Learning Exercise 7-1 - 7-3 Watch Video 16 - 19	

### Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Modifying Schemas	Wright et al., (2006). Chapter 8. Modifying Schemas. Watch Video 20 - 22. Complete Learning Exercise 8-1 - 8-6.	

### Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Reflective Practice in CBT	Bennett-Levy, Thwaite, Chaddock & Davis (2009). Chapter 7. Reflective Practice in cognitive behavioral therapy: The engine of lifelong learning. In Rudi & Stedman. Reflective Practice in Psychotherapy and Counselling (online access)	Assessment 2 In-class Presentations  <b>Presentation of CBT Strategy with Rationale and Critique</b> Due: Week 9 Thursday (16 May 2019) 9:00 am AEST

**Week 10 - 20 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
CBT to Reduce Suicide Risk	Wright et al., (2006). Chapter 9. Cognitive-Behavior Therapy to Reduce Suicide Risk Watch Video 23 Complete Learning Exercise 9-1	

**Week 11 - 27 May 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Treating Chronic, Severe or Complex Disorders	Wright et al., (2006). Chapter 10. Treating Chronic, Severe, or Complex Disorders.	Assessment 1 (Part B) Due prior to the commencement of class.  <b>Cognitive Conceptualisation (Part A) and Treatment Plan (Part B)</b> Due: Week 11 Thursday (30 May 2019) 9:00 am AEST

**Week 12 - 03 Jun 2019**

Module/Topic	Chapter	Events and Submissions/Topic
Building Competence in CBT Review	Wright et al., (2006). Chapter 11. Building Competence in CognitiveBehavior Therapy. Complete Learning Exercise 11-1	

**Review/Exam Week - 10 Jun 2019**

Module/Topic	Chapter	Events and Submissions/Topic
		See Exam Schedule for Date/Time of Examination during the examination period.

**Exam Week - 17 Jun 2019**

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Cognitive Conceptualisation (Part A) and Treatment Plan (Part B)

**Assessment Type**

Written Assessment

**Task Description**

The Written Assessment will be in two parts: Part A - Cognitive Conceptualisation and Part B - Treatment Plan. Part A - Cognitive Conceptualisation. You will be required to develop and write up a cognitive conceptualisation from a clinical scenario provided during class in Week 6 (Thursday 26/4/19) 9:00 am AEST. The cognitive conceptualisation will include a 1-page dot-point summary of your cognitive conceptualisation using the 5P Model, and a 1-page written summary of the cognitive conceptualisation. Part B - Treatment Plan. You will be required to develop and write up a 6-week treatment plan for a cognitive conceptualisation provided at the end of class in Week 10. Submit the written assessment to Moodle prior to the commencement of class in week 11 (Thursday 30/5/19) 9:00 am AEST. The Treatment Plan will be a maximum 2500 words dot-point summary including rationale, treatment goals, assessment measures, session plans and further recommendations, and a 1-page critical reflection on your learning. Written feedback will be provided to each student at the end of class in week 7 for Part A, and at the end of class in Week 12 for Part B. Cumulative grades for Part A and Part B will be provided in Moodle in Week 12.

**Assessment Due Date**

Week 11 Thursday (30 May 2019) 9:00 am AEST

Part A to be completed in class and uploaded to Moodle during class time in Week 6. Part B will be due prior to commencement of class in Week 11.

**Return Date to Students**

Week 12 Thursday (6 June 2019)

Feedback and marks provided via Moodle

**Weighting**

50%

**Minimum mark or grade**

20 marks out of a total of 50 for Parts A and B.

**Assessment Criteria**

This assessment is marked out of 50.

Detailed marking criteria will be available on the unit Moodle site, and will be based on the following:

Part A - 25 marks

Part B - 25 marks

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Part A to be uploaded to Moodle during class, in Week 6. Part B to be uploaded to Moodle prior to commencement of class in Week 11.

**Learning Outcomes Assessed**

- Develop cognitive conceptualisations of common psychological conditions including mood, anxiety and somatoform disorders.
- Utilise cognitive conceptualisations to develop and establish structured and effective treatment plans
- Demonstrate an understanding of a range of behavioural and cognitive treatment strategies
- Access and critique the research that describes the role of common and specific factors and issues around evidence based practice in psychotherapy.
- Reflect critically on therapeutic practice as a way of improving as a learner and as a clinical psychologist.

**Graduate Attributes**

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

## 2 Presentation of CBT Strategy with Rationale and Critique

**Assessment Type**

Presentation

**Task Description**

You will present a 10-minute video of you demonstrating a key Cognitive Behavioural Therapy (CBT) strategy for treatment of the client presented in Assessment 1 (Part A). You will then have 10 minutes to explain your rationale for selecting that specific CBT strategy and critique your implementation of it.

**Assessment Due Date**

Week 9 Thursday (16 May 2019) 9:00 am AEST

20 minute in-class presentation.

**Return Date to Students**

Week 10 Monday (20 May 2019)

The lecturer will upload completed marking guide with feedback to Moodle.

**Weighting**

25%

**Minimum mark or grade**

10 marks

**Assessment Criteria**

This assessment will be marked out of 25. Detailed marking criteria will be available on the unit Moodle site.

**Referencing Style**

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



**Submission**

Online

**Learning Outcomes Assessed**

- Utilise cognitive conceptualisations to develop and establish structured and effective treatment plans
- Demonstrate an understanding of a range of behavioural and cognitive treatment strategies

**Graduate Attributes**

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

## Examination

**Outline**

Complete an invigilated examination.

**Date**

During the examination period at a CQUniversity examination centre.

**Weighting**

25%

**Length**

120 minutes

**Minimum mark or grade**

10 marks

**Exam Conditions**

Closed Book.

**Materials**

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

## 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