



PSYC21003 *Therapy I: Theory, Research, Practice*

Term 1 - 2020

Profile information current as at 28/04/2024 09:13 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 intended to provide clinical training in the implementation of culturally-responsive, evidence-based, clinical psychology interventions to meet the needs of culturally and linguistically diverse populations, including Aboriginal and Torres Strait Islander peoples. Specifically, in this unit you will focus on developing competencies in Cognitive Behavioural Therapy, with a strong emphasis on the skill of case 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

There are no requisites for this unit.

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 - 2020

- 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: 25%

2. **Direct observation of procedural skills (DOPs)**

Weighting: 30%

3. **Direct observation of procedural skills (DOPs)**

Weighting: 30%

4. **Presentation**

Weighting: 15%

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 they liked the structure of the Unit around the CBT model and opportunities to learn from case examples.

Recommendation

Retain the structure of the Unit, including provision of case examples and competency-based intervention skills.

Feedback from 'Have Your Say' in Moodle

Feedback

Students requested more time in-class to practice skills.

Recommendation

Retain a mix of knowledge-based learning and practical application of skills. However, more in class time will be dedicated to demonstration of skill-based competencies and role-play practice of skill implementation.

Feedback from 'Have Your Say' in Moodle

Feedback

Students requested more detailed explanation of marking criteria for assessments.

Recommendation

Assessments and marking rubric will be reviewed and updated to clarify expectations.

Unit Learning Outcomes

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

1. Explain and demonstrate appropriate selection and implementation of evidence-based Cognitive Behavioural Therapy interventions on the basis of case formulation
2. Adjust therapeutic interventions, based on an evolving Cognitive Behavioural Therapy case formulation, using processes that are responsive to cultural context
3. Apply evidence-based Cognitive Behavioural Therapy interventions across the lifespan.

The course Learning Outcomes for this unit are consistent with the new Australian Psychology Accreditation Council (APAC) Accreditation Standards, in particular, Section 4.2.3 regarding application of advanced psychological knowledge to culturally responsive interventions in the area of clinical psychology.

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 - 25%	•	•	
2 - Presentation - 15%	•	•	

Assessment Tasks	Learning Outcomes		
	1	2	3
3 - Direct observation of procedural skills (DOPs) - 30%			•
4 - Direct observation of procedural skills (DOPs) - 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 - Written Assessment - 25%	◦	◦	◦	◦		◦		
2 - Presentation - 15%	◦	◦	◦	◦		◦		
3 - Direct observation of procedural skills (DOPs) - 30%	◦	◦	◦		◦	◦		
4 - Direct observation of procedural skills (DOPs) - 30%	◦	◦	◦		◦	◦		

Textbooks and Resources

Textbooks

PSYC21003

Prescribed

Learning Cognitive-Behavior Therapy

Edition: 2nd (2017)

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

American Psychiatric Association Publishing

Arlington , Virginia , United States of America

ISBN: 1615370188

Binding: Paperback

Additional Textbook Information

Copies are available for purchase 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

No referencing style set.

Teaching Contacts

Leonie Lorien Unit Coordinator

l.lorien@cqu.edu.au

Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
The core principles, concept and methods of CBT The empirical evidence for CBT How competence is defined in CBT	Wright, Brown, Thase and Basco (2017). Chapters 1 and 11. See Moodle for learning activities to be completed prior to class.	Class: Friday (13 March 2020) 9:00 am - 12:00 noon AEST
Week 2 - 16 Mar 2020		
Module/Topic	Chapter	Events and Submissions/Topic
The role of the therapist in CBT How to build a collaborative client-therapist relationship How to be culturally responsive in CBT	Wright, Brown, Thase and Basco (2017). Chapter 2. See Moodle for learning activities to be completed prior to class.	Class: Friday (20 March 2020) 9:00 am - 12:00 noon AEST
Week 3 - 23 Mar 2020		
Module/Topic	Chapter	Events and Submissions/Topic

Case formulation and treatment planning Cross unit practice example	Wright, Brown, Thase and Basco (2017). Chapters 3 and 4. See Moodle for learning activities to be completed prior to class.	Class: Friday (27 March 2020) 9:00 am - 12:00 noon AEST Assessment 1: Information for case formulation provided in-class.
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Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
CBT skills: Working with cognitions	Wright, Brown, Thase and Basco (2017). Chapters 5. See Moodle for learning activities to be completed prior to class.	Class: Friday (3 April 2020) 9:00 am - 12:00 noon AEST Assessment 1: Additional Information for case formulation provided in-class.

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
CBT skills: Behavioural methods (anxiety)	Wright, Brown, Thase and Basco (2017). Chapter 7. See Moodle for learning activities to be completed prior to class.	Class: Thursday (9 April 2020) 01:00 pm - 04:00 pm AEST

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
No Classes this week		

Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
CBT skills: Behavioural methods (depression)	Wright, Brown, Thase and Basco (2017). Chapters 6 See Moodle for learning activities to be completed prior to class.	Class: Friday (24 April 2020) 9:00 am - 12:00 noon AEST Assessment 2: Referral information and intake notes for your simulated client and the 3 CBT strategies you will be required to demonstrate will be provided in-class. CBT Intervention Plan - Child Due: Week 6 Friday (24 Apr 2020) 9:00 am AEST

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
No class this week (2 classes in Week 12).		

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Putting it all together (CBT session from start to finish)	See Moodle for learning activities to be completed prior to class.	Class: Friday (8 May 2020) 9:00 am - 12:00 noon AEST Assessment 4: Case study for adult client provided in-class. CBT Skills Demonstration - Child Due: Week 8 Friday (8 May 2020) 9:00 am AEST

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
CBT skills: Working with core beliefs	Wright, Brown, Thase and Basco (2017). Chapter 8. See Moodle for learning activities to be completed prior to class.	Class: Friday (15 May 2020) 9:00 am - 12:00 noon AEST Assessment 4: Additional information for case study for adult client provided in-class.

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Adjusting therapeutic Interventions 1	Wright, Brown, Thase and Basco (2017). Chapter 9. See Moodle for learning activities to be completed prior to class.	Class: Friday (22 May 2020) 9:00 am - 12:00 noon AEST CBT Skills Demonstration - Adult Due: Week 10 Friday (22 May 2020) 9:00 am AEST
Week 11 - 25 May 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Adjusting therapeutic Interventions 2	Wright, Brown, Thase and Basco (2017). Chapter 10. See Moodle for learning activities to be completed prior to class.	Class: Friday (29 May 2020) 9:00 am - 12:00 noon AEST
Week 12 - 01 Jun 2020		
Module/Topic	Chapter	Events and Submissions/Topic
In-class presentations	See Moodle for learning activities to be completed prior to class.	Classes: Thursday (4 June 2020) 01:00 pm - 04:00 pm AEST and Friday (5 June 2020) 9:00 am - 12:00 noon AEST CBT Intervention Plan Adjustments - Adult Due: Week 12 Thursday (4 June 2020) 9:00 am AEST
Review/Exam Week - 08 Jun 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 15 Jun 2020		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 CBT Intervention Plan - Child

Assessment Type

Written Assessment

Task Description

You will write a 12-week CBT intervention plan, showing clear and specific goals, specific intervention strategies that will be used for achieving these goals and a plan for managing risk factors. The intervention plan will be clearly linked to the diagnosis and case formulation (you have developed in class in Week 3) and discuss relevant evidence-based theories. You will describe how to adjust the CBT intervention plan based on an evolving case formulation, using processes that are culturally responsive (based on additional case information provided in-class in Week 4). The CBT intervention plan will be realistic for a provisional psychologist, the complexity of the presenting issues and the number of sessions available for treatment. You will describe methods to evaluate the effectiveness of the intervention, and include a discussion of the strengths and weaknesses. Your reference list will be provided in American Psychological Association (APA) format, including references to psychological tests and instruments, intervention manual/s, and published outcome trials/s support your approach. Word limit: 3000 words (excluding references).

Assessment Due Date

Week 6 Friday (24 Apr 2020) 9:00 am AEST

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.

Return Date to Students

Week 8 Friday (8 May 2020)

Feedback and marks provided via Moodle

Weighting

25%

Minimum mark or grade

50%

Assessment Criteria**1. CBT Intervention Plan**

- a. The proposed CBT intervention plan shows clear and specific goals (5/100 marks), specific intervention strategies that will be used for achieving these goals (30/100 marks) and a plan for managing risk factors (5/100 marks).
- b. The CBT Intervention plan is clearly linked to the diagnosis and case formulation and relevant evidence-based theories are discussed (10/100 marks).

2. Adjustment to Intervention Plan

- a. Adjustments to the CBT intervention plan are based on an evolving case formulation, using processes that are culturally responsive (20/100 marks).
- b. The CBT intervention plan is realistic for a provisional psychologist, the complexity of the presenting issues and the number of sessions available for treatment (10/100 marks).

3. Evaluation of Effectiveness

- a. Describes methods to evaluate the effectiveness of the intervention (10/100 marks).
- b. Includes a discussion of the strengths and weaknesses of the CBT intervention plan (5/100 marks).

4. References

- a. References provided are in American Psychological Association (APA) format, including references to psychological tests and instruments, intervention manuals, and published outcome trial supporting approach (5/100 marks).

Submission

Online

Learning Outcomes Assessed

- Explain and demonstrate appropriate selection and implementation of evidence-based Cognitive Behavioural Therapy interventions on the basis of case formulation
- Adjust therapeutic interventions, based on an evolving Cognitive Behavioural Therapy case formulation, using processes that are responsive to cultural context

Graduate Attributes

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

2 CBT Skills Demonstration - Child

Assessment Type

Direct observation of procedural skills (DOPs)

Task Description

You will submit 3 x 10-minute videos of you demonstrating key Cognitive Behavioural Therapy (CBT) skills with a simulated child client, role played by another student in the unit. In the videos you will demonstrate: 1) the application three specific CBT strategies, 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 three CBT strategies that you will be required to demonstrate for this assessment (in-class in Week 6).

Assessment Due Date

Week 8 Friday (8 May 2020) 9:00 am AEST

Submit prior to class via Moodle

Return Date to Students

Week 9 Friday (15 May 2020)

Feedback and marks provided via Moodle

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

1. Effectively uses three CBT strategies (as advised in-class in Week 6) to work with a simulated child client in ways that are developmentally and culturally appropriate (20/100 marks/strategy x 3 strategies). A more detailed marking rubric for each strategy will be available in Moodle.

2. In each of the three role plays of CBT strategies, the student demonstrates:

- a) The use of collaborative empiricism (i.e. collaboratively working with the client, using relevant evidence to inform treatment) (20/100 marks).
- b) Professional communication, including the expression of appropriate empathy, accurate understanding, clear professional boundaries, and eliciting and providing feedback (20/100 marks).

Submission

Online

Submission Instructions

Submit prior to class via Moodle

Learning Outcomes Assessed

- Apply evidence-based Cognitive Behavioural Therapy interventions across the lifespan.

Graduate Attributes

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

3 CBT Skills Demonstration - Adult

Assessment Type

Direct observation of procedural skills (DOPs)

Task Description

You will submit a 40-minute video of you demonstrating Cognitive Behavioural Therapy (CBT) skills for a simulated adult client. The skills will include demonstration of a complete session including check-in, agenda setting, the bridge, development of a thought record, summaries, feedback and check-out. The case study for your adult client will be provided in-class (in Week 8). The simulated adult client is to be role played by another student in the unit.

Assessment Due Date

Week 10 Friday (22 May 2020) 9:00 am AEST

Submit prior to class via Moodle

Return Date to Students

Week 12 Friday (5 June 2020)

Feedback and marks provided via Moodle

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

You will demonstrate the following CBT competencies working with the adult:

1. Appropriate use of check in, agenda setting and the bridge between sessions (20/100 marks)
2. Effective use of developmentally appropriate strategies to develop a thought record with the adult (20/100 marks)
3. Appropriate use of the summaries, setting between session activities, feedback and check-out (20/100 marks)
4. Maintenance of a collaborative, empirical alliance with the adult (20/100 marks)
5. Explicit demonstration of the expression of appropriate empathy, accurate understanding, clear professional

boundaries, and eliciting and providing feedback (20/100 marks).

Submission

Online

Learning Outcomes Assessed

- Apply evidence-based Cognitive Behavioural Therapy interventions across the lifespan.

Graduate Attributes

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

4 CBT Intervention Plan Adjustments - Adult

Assessment Type

Presentation

Task Description

You will present an intervention plan for a Cognitive Behavioural Therapy (CBT) case formulation for an adult (you have developed in-class in Week 9). The presentation will focus on adjustments to your initial treatment plan for depression (based on additional information provided in-class in Week 10). The intervention plan will have clear and specific goals, intervention strategies and a plan for the management of risk factors. You will describe the methods to evaluate treatment effectiveness and review the strengths and weaknesses of your plan. You will cite relevant evidence-based literature to support your approach. The presentation will be 20 minutes in duration, during class in Week 12.

Assessment Due Date

Week 12 Thursday (4 June 2020) 9:00 am AEST

Presentation in-class (Thursday or Friday). Your treatment plan, evaluation and references are to be uploaded to Moodle by the due date/time.

Return Date to Students

Review/Exam Week Friday (12 June 2020)

Feedback and marks provided via Moodle

Weighting

15%

Minimum mark or grade

50%

Assessment Criteria

1. CBT Intervention Plan

- a. The proposed CBT intervention plan shows clear and specific goals, specific intervention strategies that will be used for achieving these goals and plans for managing risk factors (20/100 marks).
- b. The CBT Intervention plan is clearly linked with the diagnosis and case formulation and relevant evidence-based theories are discussed (10/100 marks).

2. Adjustment to Intervention Plan

- a. Describes how to adjust the CBT intervention plan based on an evolving case formulation, using processes that are culturally responsive (40/100 marks).

3. Evaluation of Effectiveness

- a. Describes methods to evaluate the effectiveness of the intervention (10/100 marks).
- b. Includes a discussion of the strengths and weaknesses of the CBT intervention plan (5/100 marks).

4. References

- a. References provided in American Psychological Association (APA) format, including references to psychological tests and instruments, intervention manuals, and published outcome trial supporting approach (5/100 marks).

Submission

Online

Learning Outcomes Assessed

- Explain and demonstrate appropriate selection and implementation of evidence-based Cognitive Behavioural Therapy interventions on the basis of case formulation
- Adjust therapeutic interventions, based on an evolving Cognitive Behavioural Therapy case formulation, using processes that are responsive to cultural context

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- 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