



PSYC21003 *Therapy I: Theory, Research, Practice*

Term 1 - 2021

Profile information current as at 09/04/2024 07:01 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 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 - 2021

- 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 student evaluations

Feedback

Students liked the structure of classes (based on the structure of a typical Cognitive Behavioural Therapy session) including time for interactive discussion.

Recommendation

Retain the structure of classes with check-in, the bridge between sessions, session agenda, summary, feedback and check-out.

Feedback from Have your say student evaluations

Feedback

Students appreciated the in-depth feedback provided with each assessment.

Recommendation

Continue to provide timely and detailed assessment feedback in relation to assessment items.

Feedback from Have your say student evaluations

Feedback

Students thought that the weighting of the final assessment (presentation) should be adjusted to reflect the preparation required.

Recommendation

The final assessment (student presentation) will be reviewed and adjusted to ensure it is reflective of the stated weighting.

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%	•	•	

Assessment Tasks	Learning Outcomes		
	1	2	3
2 - Presentation - 15%	•	•	
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

An introduction to cognitive behaviour therapy: Skills and applications

Edition: 3rd (2017)

Authors: Kennerley, H., Kirk, J. & Westbrook, D.

Sage

London, England

ISBN: 9781473962583

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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Leonie Lorien Unit Coordinator

l.lorien@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Unit Overview Basic Theory, Development and Current Status of CBT Distinctive Characteristics of CBT	Kennerly, Kirk & Westbrook (2017) Chapters 1 and 2 reading and videos. See Moodle for learning activities to be completed prior to class.	

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
The Therapeutic Relationship Culturally Responsive CBT	Kennerly, Kirk & Westbrook (2017) Chapter 3 reading and videos. See Moodle for learning activities to be completed prior to class.	

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Assessment and Formulation Measurement in CBT	Kennerly, Kirk & Westbrook (2017) Chapters 4 and 5 reading and videos. See Moodle for learning activities to be completed prior to class.	Assessment 1: Information for case formulation provided in-class.

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
No Class this week (Public Holiday) Between Class Reading and Videos: Helping Clients become their own Therapists Socratic Methods	Kennerly, Kirk & Westbrook (2017) Chapter 6 and 7 reading and videos.	Assessment 1: Additional Information for case formulation posted to Moodle.

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Cognitive Techniques Behavioural Experiments Physical Techniques	Kennerly, Kirk & Westbrook (2017) Chapters 8 and 9 reading and videos. See Moodle for learning activities to be completed prior to class.	

Vacation Week - 12 Apr 2021

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

Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Anxiety Interventions	Kennerly, Kirk & Westbrook (2017) Chapters 13 and 14 reading and videos. See Moodle for learning activities to be completed prior to class.	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 (23 Apr 2021) 1:00 pm AEST

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Depression Interventions	Kennerly, Kirk & Westbrook (2017) Chapter 12 reading and videos. See Moodle for learning activities to be completed prior to class.	

Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
The Course of Therapy CBT Session from start to finish Case Study: Formulation	Kennerly, Kirk & Westbrook (2017) Chapter 11 reading and videos. See Moodle for learning activities to be completed prior to class.	CBT Skills Demonstration - Child Due: Week 8 Friday (7 May 2021) 1:00 pm AEST

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Case Study: Intervention Plan Wider Applications of CBT	Kennerly, Kirk & Westbrook (2017) Chapter 15 reading and video. See Moodle for learning activities to be completed prior to class.	Assessment 4: Case study for adult client provided in-class.

Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Adjusting Therapeutic Interventions 1 Alternative Methods of Delivery Developments in CBT	Kennerly, Kirk & Westbrook (2017) Chapters 16 and 17 reading and videos. See Moodle for learning activities to be completed prior to class.	Assessment 4: Additional information for case study for adult client provided in-class. CBT Skills Demonstration - Adult Due: Week 10 Friday (21 May 2021) 1:00 pm AEST

Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Adjusting Therapeutic Interventions 2 Evaluating CBT Practice	Kennerly, Kirk & Westbrook (2017) Chapter 18 reading and videos. See Moodle for learning activities to be completed prior to class.	

Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Using Supervision in CBT Unit Review	Kennerly, Kirk & Westbrook (2017) Chapter 19 reading and video. See Moodle for learning activities to be completed prior to class.	CBT Intervention Plan Adjustments - Adult Due: Week 12 Friday (4 June 2021) 5:00 pm AEST

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Assessment Tasks

1 CBT Intervention Plan - Child

Assessment Type

Written Assessment

Task Description

You will write a 10-week CBT intervention plan, showing clear goals, specific intervention strategies to achieve these goals and a plan for managing risk factors. The intervention plan will be clearly linked to the diagnosis and case formulation (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 culturally responsive processes (based on additional case information posted to Moodle in Week 4). You will describe how to evaluate the effectiveness of the intervention. Your reference list will be provided in the American Psychological Association (APA) format. Word limit: 3500 words (excluding references).

Assessment Due Date

Week 6 Friday (23 Apr 2021) 1:00 pm 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 (7 May 2021)

Feedback and marks provided via Moodle

Weighting

25%

Minimum mark or grade

50%

Assessment Criteria

You will write a 10-week, CBT intervention plan, including the following:

1. Clear and specific goals, with a rationale explaining how they are linked to the case formulation (15/100 marks)
2. Description of the intervention plan (including the structure of sessions, interventions strategies, the order of interventions and expected length of treatment), with reference to the relevant evidence-based literature (60/100 marks)
3. Description of the adjustments you would make to the intervention, based on the evolving case information, with an evidence-based rationale for the changes (20/100 marks).
4. Description of how you evaluate the effectiveness of the intervention, using person-centred and evidence-based measures of change (5/100 marks).

Referencing Style

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

Submission

Online

Submission Instructions

Submit via Moodle.

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 in-class (in Week 6).

Assessment Due Date

Week 8 Friday (7 May 2021) 1:00 pm AEST

Submit via Moodle

Return Date to Students

Week 10 Friday (21 May 2021)

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).

Referencing Style

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

Submission

Online

Submission Instructions

Submit 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 (21 May 2021) 1:00 pm AEST
Submit to Moodle

Return Date to Students

Week 12 Friday (4 June 2021)
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).

Referencing Style

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

Submission

Online

Submission Instructions

Submit 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

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 adjustments to your plan. You will cite relevant evidence-based literature to support your adjustments. The presentation will comprise a 20-minute video recording and reference list in APA style.

Assessment Due Date

Week 12 Friday (4 June 2021) 5:00 pm AEST

Your video and references to be uploaded to Moodle.

Return Date to Students

Exam Week Friday (18 June 2021)

Feedback and marks provided via Moodle

Weighting

15%

Minimum mark or grade

50%

Assessment Criteria

You will present an intervention plan for an adult focusing on the following:

1. Description of how to adjust the CBT intervention plan based on an evolving case formulation, using processes that are culturally responsive (70/100 marks).
2. Evaluation of the effectiveness of adjustments to the plan (10/100 marks)
3. Description of appropriate methods to evaluate the effectiveness of the adjustments (10/100 marks).
4. Discussion of the strengths and weaknesses of adjustments to the intervention plan (5/100 marks).
5. References provided in American Psychological Association (APA) format, including references to psychological assessment, intervention manual, and peer-reviewed journal articles supporting the approach (5/100 marks).

Referencing Style

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

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