



# PSYC21004 Therapy II: Theory, Research, Practice

## Term 2 - 2017

Profile information current as at 14/05/2024 11:42 am

All details in this unit profile for PSYC21004 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 advanced knowledge and skills in therapy research, theory and practice necessary for working as a Clinical Psychologist.

### 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

PSYC21003 Therapy I: Theory, Research, Practice

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 - 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: 40%

#### 2. **Practical and Written Assessment**

Weighting: 60%

### 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 Moodle

##### **Feedback**

I would like to see the addition of some instruction of additional therapeutic styles/interventions (i.e. Interpersonal Therapy, Emotion Focused Therapy)

##### **Recommendation**

Students expressed an interest in Emotion Focused Therapy. This could be included in the unit for 2017.

#### Feedback from Moodle

##### **Feedback**

I enjoyed focusing each week on a different disorder and found the oral assessment a really useful exercise to complete and to observe and learn from others completing theirs.

##### **Recommendation**

Continue with oral assessment. Perhaps incorporate practice assessments throughout the term.

#### Feedback from Moodle

##### **Feedback**

Might be useful to provide more specificity regarding assessment criteria.

##### **Recommendation**

Increase level of detail in the assessment guidelines.

## Unit Learning Outcomes

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

1. Conceptualise complex client presentations, such as PTSD, OCD and eating disorders and establish appropriate formulations to guide treatment planning.
2. Apply aetiological understandings of psychological presentations to the selection and implementation of therapeutic practices.
3. Integrate knowledge of evidence based normative interventions with ipsative practices.
4. Recognise and respond appropriately to more complex ethical dilemmas in clinical practice
5. Describe a range of prevention and intervention techniques and the relative efficacy and effectiveness of these techniques across a range of problems, people and groups. This includes different cultural groups and across the lifespan.

The Learning Outcomes link directly to external accreditation criteria around core capability development.

## 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 - 40%	•	•	•	•	•
2 - Practical and Written Assessment - 60%	•	•	•	•	•

### 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 - 40%	○	○	○	○	○	○		
2 - Practical and Written Assessment - 60%	○	○	○	○	○	○		

## Textbooks and Resources

### Textbooks

PSYC21004

#### Prescribed

#### **Acceptance and Commitment Therapy: The process and practice of mindful change**

Edition: 2nd (2012)

Authors: Hayes, Strosahl, & Wilson

The Guilford Press

New York, NY, USA

ISBN: 9781609189648

Binding: Hardcover

#### **Additional Textbook Information**

Students can choose to purchase this book either in hard-copy or as an e-book.

### 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

**Mark Lorien** Unit Coordinator

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

## Schedule

### **Week 1 - 10 Jul 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Philosophical framework for therapists <ul style="list-style-type: none"><li>• Common Factors Model</li><li>• Therapeutic alliance</li><li>• What makes therapy effective?</li></ul>	<ul style="list-style-type: none"><li>• Wampold, B.E. (2015). How important are common factors in psychotherapy? An update. <i>World Psychiatry</i>.</li><li>• Ch.1 Introduction, <i>Heart and Soul of Change</i>, Hubble, Miller, Duncan, and Wampold, 2010.</li></ul>	

### **Week 2 - 17 Jul 2017**

Module/Topic	Chapter	Events and Submissions/Topic
The Therapeutic Relationship The relationship is the vehicle through which therapy tasks & strategies are delivered. The stronger the relationship, the more likely a client will be interested in, and benefit from, that therapeutic task.	Ch.4 The Therapeutic Relationship, <i>Heart and Soul of Change</i> , Hubble, Miller, Duncan, and Wampold, 2010.	

**Week 3 - 24 Jul 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Acceptance and Commitment Therapy <ul style="list-style-type: none"> <li>• Ontology</li> <li>• Relational Frame Theory</li> <li>• Contextual Science</li> </ul>	Ch.'s 1 & 2 <i>Acceptance and Commitment Therapy: The Process and Practice of Mindful Change.</i> , Hayes, Strosahl, & Wilson, 2012.	

**Week 4 - 31 Jul 2017**

Module/Topic	Chapter	Events and Submissions/Topic
ACT and Psychological Flexibility; and Case Formulation in ACT	Ch. 3 & 4 <i>Acceptance and Commitment Therapy: The Process and Practice of Mindful Change.</i> , Hayes, Strosahl, & Wilson, 2012.	Submit first essay Sunday 6th Aug 2355 AEST

**Week 5 - 07 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
The Therapeutic Relationship in ACT and creating a context for change.	Ch.'s 5 & 6 <i>Acceptance and Commitment Therapy: The Process and Practice of Mindful Change.</i> , Hayes, Strosahl, & Wilson, 2012.	

**Vacation Week - 14 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 21 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
ACT Core Clinical Processes: Present Moment Awareness	Ch. 7 <i>Acceptance and Commitment Therapy: The Process and Practice of Mindful Change.</i> , Hayes, Strosahl, & Wilson, 2012.	

**Week 7 - 28 Aug 2017**

Module/Topic	Chapter	Events and Submissions/Topic
ACT Core Clinical Processes: Dimensions of Self	Ch. 8 <i>Acceptance and Commitment Therapy: The Process and Practice of Mindful Change.</i> , Hayes, Strosahl, & Wilson, 2012.	

**Week 8 - 04 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
ACT Core Clinical Processes: Defusion	Ch. 9 <i>Acceptance and Commitment Therapy: The Process and Practice of Mindful Change.</i> , Hayes, Strosahl, & Wilson, 2012.	Submit second essay Sunday 10th Sept 2355 AEST  <b>Written essays (2 essays)</b> Due: Week 8 Friday (8 Sept 2017) 12:00 am AEST

**Week 9 - 11 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
ACT Core Clinical Processes: Acceptance	Ch. 10 <i>Acceptance and Commitment Therapy: The Process and Practice of Mindful Change.</i> , Hayes, Strosahl, & Wilson, 2012.	

**Week 10 - 18 Sep 2017**

Module/Topic	Chapter	Events and Submissions/Topic
ACT Core Clinical Processes: Connecting with Values	Ch. 11 <i>Acceptance and Commitment Therapy: The Process and Practice of Mindful Change.</i> , Hayes, Strosahl, & Wilson, 2012.	

## Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
ACT Core Clinical Processes: Committed Action	Ch. 12 <i>Acceptance and Commitment Therapy: The Process and Practice of Mindful Change.</i> , Hayes, Strosahl, & Wilson, 2012.	

## Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Summary, review and reflection.		Submit video and written component of final assessment - Friday 6th Oct 2355 AEST  <b>Video demonstration roleplay of four ACT Techniques and written critique</b> Due: Week 12 Friday (6 Oct 2017) 11:45 pm AEST

## Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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## Exam Week - 16 Oct 2017

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

### 1 Written essays (2 essays)

#### Assessment Type

Written Assessment

#### Task Description

**There will be two essays**

**Each essay will be 1500 words in length (not including title page, abstract and references)**

#### Essay 1

- Review the literature to develop an essay entitled: Factors that influence the therapeutic relationship.
- Length: 1500 words (not including title page, abstract or references).
- The essay will contain appropriate citations to the current literature.
- It will include an abstract section.
- Use APA formatting and referencing.
- Due: end of week 4 - Sunday 6th August 2355 AEST

#### Essay 2

- Use a case study scenario to write an essay entitled: Using ACT to provide a case conceptualisation/formulation to enhance collaboration with a client.
- Length: 1500 words (not including title page, abstract or references).
- The essay will contain appropriate citations to the current literature.
- It will include an abstract section.
- Use APA formatting and referencing.
- Due: end of week 8 - 2345 AEST Sunday 10th September 2355 AEST

#### Assessment Due Date

Week 8 Friday (8 Sept 2017) 12:00 am AEST

End of week 4 and end of week 8

#### Return Date to Students

Week 10 Friday (22 Sept 2017)

Submissions to be emailed as MS Word documents via the Moodle site.

#### Weighting

40%

## Assessment Criteria

### Essay 1: Factors that influence the therapeutic relationship. (Weighting: 20% of total grade)

1. Demonstrated understanding of the principles underlying therapeutic relationships (25%).
2. Demonstrated understanding of those common factors that effect therapy (25%)
3. Inclusion and quality of abstract (15%)
4. Integration of current and relevant literature (15%)
5. Language and writing style are appropriate for a professional / academic audience (10%)
6. Effective use of American Psychological Association formatting, citations and referencing in the submission (10%)

### Essay 2:Using ACT to provide a case conceptualisation/formulation to enhance collaboration with a client. (Weighting: 20%of total grade)

1. Demonstrated understanding of the theories supporting ACT (25%)
2. Demonstrated understanding of writing an ACT based formulation (25%)
3. Demonstrated understanding of how to describe the ACT model to a client (15%)
4. Integration of current and relevant literature (15%)
5. Language and writing style are appropriate for a professional / academic audience (10%)
6. Effective use of American Psychological Association formatting, citations and referencing in the submission (10%)

## Referencing Style

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

## Submission

Online

## Submission Instructions

Submit via Moodle site.

## Learning Outcomes Assessed

- Conceptualise complex client presentations, such as PTSD, OCD and eating disorders and establish appropriate formulations to guide treatment planning.
- Apply aetiological understandings of psychological presentations to the selection and implementation of therapeutic practices.
- Integrate knowledge of evidence based normative interventions with ipsative practices.
- Recognise and respond appropriately to more complex ethical dilemmas in clinical practice
- Describe a range of prevention and intervention techniques and the relative efficacy and effectiveness of these techniques across a range of problems, people and groups. This includes different cultural groups and across the lifespan.

## Graduate Attributes

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

## 2 Video demonstration roleplay of four ACT Techniques and written critique

### Assessment Type

Practical and Written Assessment

### Task Description

**The task consists of a video component and a written critique of the video due end of week 12**

### Video Presentation

- Demonstrate doing four of the ACT techniques from the Hexaflex. Each technique will be allocated 15 minutes in the video.
- The completed video will last approximately 60 minutes. This can be in four separate sections for each technique demonstrated.
- The student can choose which techniques to demonstrate.
- The student can use a person they know to be in the role of a client, such as another student or a family member.
- To be submitted via the Wellness Centre video drive in your student folder.



## Written Assessment of video

- Write a reflective review of each technique demonstrated in the video assignment.
- Include a critique of those areas that you feel went well, and
- Identify the areas that you could improve, including what you would do differently in future, and why.

## Assessment Due Date

Week 12 Friday (6 Oct 2017) 11:45 pm AEST

By saving onto the Wellness Centre video drive/folder during week 12.

## Return Date to Students

Exam Week Friday (20 Oct 2017)

written feedback to be provided to students during exam week.

## Weighting

60%

## Assessment Criteria

### Assessment criteria for video component (Weighting: 40% of total grade)

1. Clear demonstration of ACT techniques that show allegiance to the model (50%)
2. Effective demonstration relating to therapeutic alliance (20%)
3. Skill in implementation of task within time allocated (20%)
4. Appropriate use of material to support task understanding, where relevant (10%).

### Assessment criteria for written component (Weighting: 20% of total grade)

1. Clear identification of successful components of video (40%)
2. Clear identification of areas for improvement (40%)
3. Reflections on how to strengthen implementation for subsequent clients (20%)

## Referencing Style

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

## Submission

Offline Online

## Submission Instructions

By saving onto the Wellness Centre video drive/folder

## Learning Outcomes Assessed

- Conceptualise complex client presentations, such as PTSD, OCD and eating disorders and establish appropriate formulations to guide treatment planning.
- Apply aetiological understandings of psychological presentations to the selection and implementation of therapeutic practices.
- Integrate knowledge of evidence based normative interventions with ipsative practices.
- Recognise and respond appropriately to more complex ethical dilemmas in clinical practice
- Describe a range of prevention and intervention techniques and the relative efficacy and effectiveness of these techniques across a range of problems, people and groups. This includes different cultural groups and across the lifespan.

## 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