



PSYC21004 Therapy II: Theory, Research, Practice

Term 2 - 2019

Profile information current as at 15/05/2024 11:52 pm

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 - 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: 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 Student feedback via "Have Your Say"

Feedback

Students liked the experiential approach to this and felt the content made more sense because of practice in doing the tasks of therapy.

Recommendation

Retain practical component to teaching this unit.

Feedback from Student feedback via "Have Your Say"

Feedback

The assessments were mostly useful and role-plays were a great learning experience. The assessment pieces really helped overall learning.

Recommendation

Retain current assessment tasks.

Feedback from Student feedback via "Have Your Say"

Feedback

Some students felt there was too much time spent on the theory and discussing the textbook, as they learnt more from the practical exercises.

Recommendation

Some didactic teaching of theory needs to remain, however the proportion of practical exercises should be maintained or increased if possible.

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 of mindful change

2nd Edition (2012)

Authors: Hayes, Strosahl & Wilson

The Guilford Press

New York , NY , USA

ISBN: 9781609189648

Binding: Paperback

Additional Textbook Information

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

[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

Helen Madell Unit Coordinator

h.g.madell@cqu.edu.au

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Philosophical framework for therapists <ul style="list-style-type: none">• Common Factors Model• Therapeutic alliance• What makes therapy effective?	<ul style="list-style-type: none">• Wampold, B.E. (2015). How important are common factors in psychotherapy? An update. <i>World Psychiatry</i>, 14(3), 270-277. doi: 10.1002/wps20238 Located on Moodle site• Duncan, B. L. Miller, S. D., Wampold, B. E., & Hubble, M. A. (2010). Introduction. In , B. L. Duncan, S. D. Miller, B. E. Wampold & M. A. Hubble (Eds.) <i>Heart and Soul of Change: Delivering What Works in Therapy</i> (2nd ed., pp 23-46). Arlington, VA: American Psychiatric Association. Located on Moodle Site•	

Week 2 - 22 Jul 2019

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.	Norcross, J. C. (2010). The Therapeutic Relationship. In , B. L. Duncan, S. D. Miller, B. E. Wampold & M. A. Hubble (Eds.) <i>Heart and Soul of Change: Delivering What Works in Therapy</i> (2nd ed., pp 113-142). Arlington, VA: American Psychiatric Association.	
	Located on Moodle	

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Acceptance and Commitment Therapy <ul style="list-style-type: none"> • Ontology • Relational Frame Theory • Contextual Science 	Hayes, S. C., Strosahl, K. D. & Wilson, K. G. (2012). The dilemma of human suffering. In S. C. Hayes, K. D. Strosahl, & K. G. Wilson, K. G. (Eds.), <i>Acceptance and Commitment Therapy: The Process and Practice of Mindful Change</i> , (2nd ed., pp 3-26). New York, USA: Guilford Press. Hayes, S. C., Strosahl, K. D. & Wilson, K. G. (2012). The foundations of ACTL Taking a functional contextual approach. In S. C. Hayes, K. D. Strosahl, & K. G. Wilson, K. G. (Eds.), <i>Acceptance and Commitment Therapy: The Process and Practice of Mindful Change</i> , (2nd ed., pp 27-59). New York, USA: Guilford Press.	

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
ACT and Psychological Flexibility; and Case Formulation in ACT	Hayes, S. C., Strosahl, K. D. & Wilson, K. G. (2012). Psychological flexibility as a unified model of human functioning. In S. C. Hayes, K. D. Strosahl, & K. G. Wilson, K. G. (Eds.), <i>Acceptance and Commitment Therapy: The Process and Practice of Mindful Change</i> , (2nd ed., pp 60-101). New York, USA: Guilford Press. Hayes, S. C., Strosahl, K. D., Wilson, K. G. & Sandoz, E. K. (2012). Case formulation: Listening with ACT ears, seeing with ACT eyes. In S. C. Hayes, K. D. Strosahl, & K. G. Wilson, K. G. (Eds.), <i>Acceptance and Commitment Therapy: The Process and Practice of Mindful Change</i> , (2nd ed., pp 103-140). New York, USA: Guilford Press.	Submit first essay Friday 9th Aug 1700 AEST Submit Online

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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The Therapeutic Relationship in ACT and creating a context for change.

Hayes, S. C., Strosahl, K. D. & Wilson, K. G. (2012). The therapeutic relationship in ACT. In S. C. Hayes, K. D. Strosahl, & K. G. Wilson, K. G. (Eds.), *Acceptance and Commitment Therapy: The Process and Practice of Mindful Change*, (2nd ed., pp 141-161). New York, USA: Guilford Press.

Hayes, S. C., Strosahl, K. D. & Wilson, K. G. (2012). Creating a context for change: Mind versus experience. In S. C. Hayes, K. D. Strosahl, & K. G. Wilson, K. G. (Eds.), *Acceptance and Commitment Therapy: The Process and Practice of Mindful Change*, (2nd ed., pp 162-199). New York, USA: Guilford Press.

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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ACT Core Clinical Processes: Defusion

Hayes, S. C., Strosahl, K. D. & Wilson, K. G. (2012). Defusion. In S. C. Hayes, K. D. Strosahl, & K. G. Wilson, K. G. (Eds.), *Acceptance and Commitment Therapy: The Process and Practice of Mindful Change*, (2nd ed., pp 243-269). New York, USA: Guilford Press.

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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ACT Core Clinical Processes: Dimensions of Self

Hayes, S. C., Strosahl, K. D. & Wilson, K. G. (2012). Dimensions of self. In S. C. Hayes, K. D. Strosahl, & K. G. Wilson, K. G. (Eds.), *Acceptance and Commitment Therapy: The Process and Practice of Mindful Change*, (2nd ed., pp 220-242). New York, USA: Guilford Press.

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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ACT Core Clinical Processes: Present Moment Awareness

Hayes, S. C., Strosahl, K. D., Wilson, K. G. & Sandoz, E. K. (2012). Present-moment awareness. In S. C. Hayes, K. D. Strosahl, & K. G. Wilson, K. G. (Eds.), *Acceptance and Commitment Therapy: The Process and Practice of Mindful Change*, (2nd ed., pp 201-219). New York, USA: Guilford Press.

Submit second essay Friday 13th Sept 1700 AEST
Submit Online

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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ACT Core Clinical Processes: Acceptance

Hayes, S. C., Strosahl, K. D. & Wilson, K. G. (2012). Acceptance. In S. C. Hayes, K. D. Strosahl, & K. G. Wilson, K. G. (Eds.), *Acceptance and Commitment Therapy: The Process and Practice of Mindful Change*, (2nd ed., pp 270-295). New York, USA: Guilford Press.

PBL case study: for use in all 1st year subjects over week 9.
Utilising ACT principles with the PBL case study.

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
ACT Core Clinical Processes: Connecting with Values	Hayes, S. C., Strosahl, K. D. & Wilson, K. G. (2012). Connecting with values. In S. C. Hayes, K. D. Strosahl, & K. G. Wilson, K. G. (Eds.), Acceptance and Commitment Therapy: The Process and Practice of Mindful Change, (2nd ed., pp 296-326). New York, USA: Guilford Press.	

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
ACT Core Clinical Processes: Committed Action	Hayes, S. C., Strosahl, K. D. & Wilson, K. G. (2012). Committed action. In S. C. Hayes, K. D. Strosahl, & K. G. Wilson, K. G. (Eds.), Acceptance and Commitment Therapy: The Process and Practice of Mindful Change, (2nd ed., pp 327-354). New York, USA: Guilford Press.	

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Summary, review and reflection.		Submit video and written component of final assessment - Friday 11th Oct 1700 AEST Submit Essay Online Submit Video Via Wellness Centre Video demonstration roleplay of four ACT Techniques and written critique Due: Week 12 Friday (11 Oct 2019) 5:00 pm AEST

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 21 Oct 2019

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 - Friday 09th August 17:00 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 - Friday 13th September 17:00 AEST

Assessment Due Date

Friday's at the end of week 4 and end of week 8. Submissions as MS Word documents via the Moodle site.

Return Date to Students

Return of assessments and/or comments via the Moodle site two weeks after due date.

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%).

Due: end of week 4 - Friday 09 August 17:00 AEST

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%).

Due: end of week 4 - Friday 09 August 17:00 AEST

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 only 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.
- To be submitted via Moodle

Assessment Due Date

Week 12 Friday (11 Oct 2019) 5:00 pm AEST

Videos to be saved onto the Wellness Centre video drive/folder during week 12.

Return Date to Students

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%)

Submit video and written component of final assessment - Friday 11th Oct 1700 AEST

Submit Essay Online

Submit Video Via Wellness Centre

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