



# PSYC21004 Therapy II: Theory, Research, Practice

## Term 2 - 2020

Profile information current as at 14/12/2025 06:34 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 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, this unit will focus on your developing competencies in Acceptance and Commitment 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

Prerequisite: 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 - 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: 15%

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

Weighting: 30%

#### 4. **Direct observation of procedural skills (DOPs)**

Weighting: 30%

### 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

##### Feedback

Students would like more clarity around assessment items as they thought some instructions were difficult to follow.

##### Recommendation

Review assessment item instructions and marking rubrics provided to improve clarity.

#### Feedback from Student feedback

##### Feedback

Students would like to see videos of techniques.

##### Recommendation

Provide links in Moodle to relevant videos.

## Unit Learning Outcomes

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

1. Explain and demonstrate the appropriate selection and implementation of evidence-based Acceptance and Commitment Therapy interventions on the basis of case formulation
2. Adjust therapeutic interventions, based on an evolving Acceptance and Commitment Therapy case formulation, using processes that are responsive to cultural context
3. Apply evidence-based Acceptance and Commitment Therapy interventions in working with adults.

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 - Direct observation of procedural skills (DOPs) - 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	o	o	o
2 - Communication	o		o
3 - Cognitive, technical and creative skills	o	o	o
4 - Research	o	o	
5 - Self-management			o
6 - Ethical and Professional Responsibility	o	o	o
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%	o	o	o	o				
2 - Direct observation of procedural skills (DOPs) - 15%	o	o	o	o		o		
3 - Direct observation of procedural skills (DOPs) - 30%	o	o	o		o	o		
4 - Direct observation of procedural skills (DOPs) - 30%	o	o	o		o	o		

## 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**

If you prefer to study with a paper copy, they are available at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code). eBooks are available at the publisher's website.

### 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

**Helen Madell** Unit Coordinator

[h.g.madell@cqu.edu.au](mailto:h.g.madell@cqu.edu.au)

**Claire Thompson** Unit Coordinator

[c.l.thompson@cqu.edu.au](mailto:c.l.thompson@cqu.edu.au)

## Schedule

### **Week 1 - 13 Jul 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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Philosophical framework for therapists	<ul style="list-style-type: none"> <li>• Hayes, S. C., Strosahl, K. D. &amp; Wilson, K. G. (2012). The dilemma of human suffering. In S. C. Hayes, K. D. Strosahl, &amp; K. G. Wilson, K. G. (Eds.), <i>Acceptance and Commitment Therapy: The Process and Practice of Mindful Change</i>, (2nd ed., pp 3-26). Guilford Press.</li> <li>• Hayes, S. C., Strosahl, K. D. &amp; Wilson, K. G. (2012). The foundations of ACTL Taking a functional contextual approach. In S. C. Hayes, K. D. Strosahl, &amp; K. G. Wilson, K. G. (Eds.), <i>Acceptance and Commitment Therapy: The Process and Practice of Mindful Change</i>, (2nd ed., pp 27-59). Guilford Press.</li> </ul>
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## Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Philosophical framework for therapists <ul style="list-style-type: none"> <li>• Foundations of ACT</li> <li>• Ontology</li> <li>• Relational Frame Theory</li> <li>• Contextual Science</li> </ul>	<ul style="list-style-type: none"> <li>• Hayes, S. C., Strosahl, K. D. &amp; Wilson, K. G. (2012). Psychological flexibility as a unified model of human functioning. In S. C. Hayes, K. D. Strosahl, &amp; K. G. Wilson, K. G. (Eds.), <i>Acceptance and Commitment Therapy: The Process and Practice of Mindful Change</i>, (2nd ed., pp 60-101). Guilford Press.</li> <li>• Hayes, S. C., Strosahl, K. D. &amp; Wilson, K. G. (2012). The therapeutic relationship in ACT. In S. C. Hayes, K. D. Strosahl, &amp; K. G. Wilson, K. G. (Eds.), <i>Acceptance and Commitment Therapy: The Process and Practice of Mindful Change</i>, (2nd ed., pp 141-161). Guilford Press.</li> <li>• Wendt, D. C., &amp; Gone, J. P. (2011). Rethinking cultural competence: Insights from indigenous community treatment settings. <i>Transcultural Psychiatry</i>, 49(2), 206-222.</li> </ul> <a href="https://doi-org.ezproxy.cqu.edu.au/10.1177/1363461511425622">https://doi-org.ezproxy.cqu.edu.au/10.1177/1363461511425622</a>	

## Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
ACT and Psychological Flexibility Case Formulation in ACT	<ul style="list-style-type: none"> <li>• Hayes, S. C., Strosahl, K. D. &amp; Wilson, K. G. (2012). Creating a context for change: Mind versus experience. In S. C. Hayes, K. D. Strosahl, &amp; K. G. Wilson, K. G. (Eds.), <i>Acceptance and Commitment Therapy: The Process and Practice of Mindful Change</i>, (2nd ed., pp 162-199). Guilford Press.</li> <li>• Shand, F. L., Ridani, R., Tighe, J. &amp; Christensen H. (2013). The effectiveness of a suicide prevention app for indigenous Australian youths: study protocol for a randomised controlled trial. <i>Trials</i>, 14(1).</li> </ul> <a href="http://dx.doi.org.ezproxy.cqu.edu.au/10.1186/1745-6215-14-396">http://dx.doi.org.ezproxy.cqu.edu.au/10.1186/1745-6215-14-396</a>	

## Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
ACT and Psychological Flexibility; and Case Formulation in ACT		Submit Essay Friday 7th Aug 1700 AEST Submit Online  <b>Essay : Foundations of ACT and impacts on therapeutic relationship. (Weighting: 25% of the total grade).</b> Due: Week 4 Friday (7 Aug 2020) 5:00 pm AEST

## Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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ACT and Psychological Flexibility; and Case Formulation in ACT

- 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.), *Acceptance and Commitment Therapy: The Process and Practice of Mindful Change*, (2nd ed., pp 103-140). Guilford Press.

#### Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 6 - 24 Aug 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
ACT Core Clinical Processes: Defusion	<ul style="list-style-type: none"> <li>• Hayes, S. C., Strosahl, K. D. &amp; Wilson, K. G. (2012). Defusion. In S. C. Hayes, K. D. Strosahl, &amp; K. G. Wilson, K. G. (Eds.), <i>Acceptance and Commitment Therapy: The Process and Practice of Mindful Change</i>, (2nd ed., pp 243-269). Guilford Press.</li> </ul>	<p>Submit 1st Video Role Play: Using ACT to provide case conceptualisation. Friday 28th August 1700 AEST</p> <p>Submit Essay Online</p> <p>Submit Video Via Wellness Centre</p> <p><b>Video Role Play 1: Using ACT to provide a case conceptualisation/formulation to enhance collaboration with a client</b> Due: Week 6 Friday (28 Aug 2020) 12:00 am AEST</p>

#### Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
ACT Core Clinical Processes: Dimensions of Self	<ul style="list-style-type: none"> <li>• Hayes, S. C., Strosahl, K. D. &amp; Wilson, K. G. (2012). Dimensions of self. In S. C. Hayes, K. D. Strosahl, &amp; K. G. Wilson, K. G. (Eds.), <i>Acceptance and Commitment Therapy: The Process and Practice of Mindful Change</i>, (2nd ed., pp 220-242). Guilford Press.</li> </ul>	

#### Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
ACT Core Clinical Processes: Present Moment Awareness	<ul style="list-style-type: none"> <li>• Hayes, S. C., Strosahl, K. D., Wilson, K. G. &amp; Sandoz, E. K. (2012). Present-moment awareness. In S. C. Hayes, K. D. Strosahl, &amp; K. G. Wilson, K. G. (Eds.), <i>Acceptance and Commitment Therapy: The Process and Practice of Mindful Change</i>, (2nd ed., pp 201-219). Guilford Press.</li> </ul>	

#### Week 9 - 14 Sep 2020

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). Guilford Press.

Submit 2nd Video role play and written component of assessment - Friday 18th September 1700 AEST  
Submit Essay Online  
Submit Video Via Wellness Centre

**Video Role play 2: Video demonstration role play of two ACT Techniques and written critique** Due: Week 9 Friday (18 Sept 2020) 5:00 pm AEST

#### Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
ACT Core Clinical Processes: Connecting with Values	<ul style="list-style-type: none"> <li>• Hayes, S. C., Strosahl, K. D. &amp; Wilson, K. G. (2012). Connecting with values. In S. C. Hayes, K. D. Strosahl, &amp; K. G. Wilson, K. G. (Eds.), <i>Acceptance and Commitment Therapy: The Process and Practice of Mindful Change</i>, (2nd ed., pp 296-326). Guilford Press.</li> </ul>	

#### Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
ACT Core Clinical Processes: Committed Action	<ul style="list-style-type: none"> <li>• Hayes, S. C., Strosahl, K. D. &amp; Wilson, K. G. (2012). Committed action. In S. C. Hayes, K. D. Strosahl, &amp; K. G. Wilson, K. G. (Eds.), <i>Acceptance and Commitment Therapy: The Process and Practice of Mindful Change</i>, (2nd ed., pp 327-354). Guilford Press.</li> </ul>	

#### Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Summary, review and reflection.	<ul style="list-style-type: none"> <li>• Fisher, M. L. &amp; Exline, J. J. (2010). Moving toward self-forgiveness: removing barriers related to shame, guilt, and regret. <i>Social and Personality Psychology Compass</i>, 4(8), 548-558. <a href="https://doi.org/10.1111/j.1751-9004.2010.00276.x">https://doi.org/10.1111/j.1751-9004.2010.00276.x</a></li> </ul>	<p>Submit 3rd Video role play and written component of final assessment - Friday 09th October 1700 AEST Submit Essay Online Submit Video Via Wellness Centre</p> <p><b>Video Role play 3: Video demonstration role play of two ACT Techniques and written critique</b> Due: Week 12 Friday (9 Oct 2020) 5:00 pm AEST</p>

#### Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 19 Oct 2020

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

1 Essay : Foundations of ACT and impacts on therapeutic relationship.  
(Weighting: 25% of the total grade).

**Assessment Type**  
Written Assessment



**Task Description**

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

Friday 07th August 5:00PM (AEST)

1. Review the literature to develop an essay entitled: Understanding of ACT foundations, therapeutic relationship factors and how these factors reflected in ACT
2. Length: 1500 words (not including title page, abstract or references).
3. The essay will contain appropriate citations to the current literature.
4. It will include an abstract section.
5. Use APA formatting and referencing.

**Assessment Due Date**

Week 4 Friday (7 Aug 2020) 5:00 pm AEST

**Return Date to Students**

Vacation Week Friday (21 Aug 2020)

**Weighting**

25%

**Minimum mark or grade**

10

**Assessment Criteria**

Friday 07th August 5:00PM (AEST)

1. Demonstrates an understanding of ACT foundations (25%)
2. Demonstrates the principles underlying therapeutic relationships and how these are reflected in ACT (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%).

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

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

**Graduate Attributes**

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

**2 Video Role Play 1: Using ACT to provide a case conceptualisation/formulation to enhance collaboration with a client**

**Assessment Type**

Direct observation of procedural skills (DOPs)

## Task Description

### Video Presentation

- Demonstrate explaining the case conceptualisation/formulation of ACT from the Hexaflex. The technique will be allocated 15 minutes in the video.
- The student DOES NOT need to role play with another person in the video, the video need only contain the student.
- To be submitted via the Wellness Centre video drive in your student folder.

### Written Assessment of video

- Write an ACT case formulation based on the case study demonstrated in the video assignment.
- Include a critique of those areas that you feel went well, areas that you could improve, and what you would do differently in future, and why.
- Length: no longer than 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 6 - Friday 28th August 5:00PM AEST

### Assessment Due Date

Week 6 Friday (28 Aug 2020) 12:00 am AEST

### Return Date to Students

Week 8 Friday (11 Sept 2020)

### Weighting

15%

### Minimum mark or grade

6

### Assessment Criteria

#### Assessment Criteria

#### Assessment criteria for video component (Weighting: 10% of total grade)

1. Clear demonstration of understanding of how to describe the ACT model to a client (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: 5% of total grade)

1. Demonstrated understanding of writing an ACT based formulation (40%)
2. Clear identification of successful components of video, areas for improvement and how to strengthen implementation for subsequent clients (25%)
3. Integration of current and relevant literature (15%)
4. Language and writing style are appropriate for a professional / academic audience (10%)
5. Effective use of American Psychological Association formatting, citations and referencing in the submission (10%)

### Referencing Style

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

### Submission

Online

### Submission Instructions

Video to be submitted via the Wellness Centre video drive in your student folder, essay submitted via Moodle.

### Learning Outcomes Assessed

- Explain and demonstrate the appropriate selection and implementation of evidence-based Acceptance and Commitment Therapy interventions on the basis of case formulation
- Adjust therapeutic interventions, based on an evolving Acceptance and Commitment 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

## 3 Video Role play 2: Video demonstration role play of two ACT Techniques and written critique

### Assessment Type

Direct observation of procedural skills (DOPs)

### Task Description

**The task consists of a video component and a written critique of the video due end of week 09**

### Video Presentation

- Demonstrate doing **ONLY** two of the ACT techniques from the Hexaflex. Each technique will be allocated 15 minutes in the video.
- The completed video will last approximately 30 minutes. This can be in two 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 9 Friday (18 Sept 2020) 5:00 pm AEST

### Return Date to Students

Week 11 Friday (2 Oct 2020)

### Weighting

30%

### Minimum mark or grade

12

### Assessment Criteria

#### Assessment criteria for video component (Weighting: 20% 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: 10% 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 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Submission Instructions

Video to be submitted via the Wellness Centre video drive in your student folder, essay submitted via Moodle.

## Learning Outcomes Assessed

- Apply evidence-based Acceptance and Commitment Therapy interventions in working with adults.

## Graduate Attributes

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

## 4 Video Role play 3: Video demonstration role play of two ACT Techniques and written critique

### Assessment Type

Direct observation of procedural skills (DOPs)

### 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** two of the ACT techniques from the Hexaflex. Each technique will be allocated 15 minutes in the video.
- The completed video will last approximately 30 minutes. This can be in two 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 (9 Oct 2020) 5:00 pm AEST

### Return Date to Students

Exam Week Friday (23 Oct 2020)

### Weighting

30%

### Minimum mark or grade

12

### Assessment Criteria

Assessment Criteria

Assessment criteria for video component (Weighting: 20% 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: 10% 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 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Video to be submitted via the Wellness Centre video drive in your student folder, essay submitted via Moodle.

### **Learning Outcomes Assessed**

- Apply evidence-based Acceptance and Commitment Therapy interventions in working with adults.

### **Graduate Attributes**

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