

PSYC21004 *Advanced Clinical Intervention*

Term 1 - 2026

Profile information current as at 08/06/2026 02:36 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 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 developing competencies in working with complex presentations 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: PSYC20058 (Interventions 1) and PSYC21001 (Assessment 1) for CG17 Master of Clinical Psychology students. The CM49 Master of Clinical Psychology (Advanced Entry) students do not require these prerequisites as they have already met the competencies required for registration as a psychologist.

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 - 2026

- 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. Group Work

Weighting: Pass/Fail

2. Direct observation of procedural skills (DOPs)

Weighting: Pass/Fail

3. Written Assessment

Weighting: Pass/Fail

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

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 SUTE Unit Comments

Feedback

The lecturer's clinical experience and knowledge allowed for some productive discussions which really facilitated learning

Recommendation

Continue to provide opportunities in class for the lecturer to share their knowledge of the topics, to help facilitate student learning.

Feedback from SUTE Unit Comments

Feedback

It may be better for the lecturer to allocate topics, rather than letting students choose topics, so that weekly the presentations were consistent with learning one set of intervention skills at a time.

Recommendation

Lecturer to consider allocating the student presentations to match the topic being taught in class.

Feedback from SUTE Unit Comments, and Teaching Team Reflections

Feedback

The assessment criteria may be better suited to a non-graded unit, so the focus can be on learning practice-based skills.

Recommendation

Consider moving to a non-graded unit.

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 interventions for complex case presentations.
2. Adjust therapeutic interventions, based on evolving case formulations, for complex presentations, using processes that are responsive to the cultural context.
3. Apply evidence-based interventions in working with adults with complex case presentations.

The Learning Outcomes for this unit are consistent with the 2019 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

- N/A Level
- Introductory Level
- Intermediate Level
- Graduate Level
- Professional Level
- Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 0%	●	●	
2 - Direct observation of procedural skills (DOPs) - 0%	●		
3 - Group Work - 0%			●

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 - First Nations Knowledges			
9 - Aboriginal and Torres Strait Islander Cultures	○	○	

Textbooks and Resources

Textbooks

PSYC21004

Prescribed

DBT skills training handouts and worksheets

Edition: Second (2015)

Authors: Linehan, M.

The Guilford Press

ISBN: 9781462517831

The e-book is available in the CQUniversity Library collection.

PSYC21004

Prescribed

DBT skills training manual

Edition: Second (2015)

Authors: Linehan, M.

The Guilford Press

ISBN: 9781462517459

The e-book is available in the CQUniversity Library collection.

PSYC21004

Prescribed

Deliberate Practice in Dialectical Behavior Therapy

Edition: First (2022)

Authors: Boritz, T., McMain, S., Vaz, A., & Rousmaniere, T.

American Psychological Association

ISBN: 9781433837890

The e-book is available in the CQUniversity Library collection.

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Supplementary

Dialectical behavior therapy in clinical practice : applications across disorders and settings

Edition: Second (2021)

Authors: Koerner, K., Dimeff, L. A., & Rizvi, S. L.

The Guilford Press

ISBN: 1-4625-4608-0

The e-book is available in the CQUniversity Library collection.

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

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Leonie Lorien Unit Coordinator

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Schedule

Week 1 - 09 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
<p>This is not a didactic teaching class. Please come prepared to contribute to the discussion and participate in student-led group activities. The lecturer will guide learning about DBT skills and competency development through skills practice. However, in Advanced Intervention, you will be expected to actively participate (both in class and between classes) to develop/extend your DBT skills.</p> <p>Topic: Introduction to Advanced Intervention</p> <ul style="list-style-type: none"> • Participation ethos, class structure, and assessments • Overview of DBT Standard Practice (Linehan, 2015) • Introduction to Interpersonal Effectiveness. 	<p>Readings and between-session skills practice are to be completed before the lecture each week so that students are prepared to participate in discussions and class activities.</p> <p>Linehan (2015) DBT Skills Training Manual, Second Edition.</p>	<p>Students will be allocated a week to complete their DOPS assessments. In-class, Direct Observation of Procedural Skills (DOPS) assessments will commence in Week 2.</p>

Week 2 - 16 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
<p>Topic: DBT Skills</p> <ul style="list-style-type: none"> • Mindfulness skills practice • Discussion of Linehan (2015) readings • DOPS interpersonal effectiveness skills x 2 (student-led) • Deliberate practice activities 	<p>Linehan (2015) DBT Skills Training Manual, Second Edition.</p> <p>Boritz et al. (2022) Deliberate Practice in Dialectical Behavior Therapy</p>	

Week 3 - 23 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
<p>Topic: DBT Skills</p> <ul style="list-style-type: none"> • Mindfulness skills practice • DOPS interpersonal effectiveness skills x 2 (student-led) • Introduction to emotional regulation skills • Deliberate practice 	<p>Linehan (2015) DBT Skills Training Manual, Second Edition. Relevant handouts and worksheets.</p> <p>Boritz et al. (2022) Deliberate Practice in Dialectical Behavior Therapy</p>	

Week 4 - 30 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
<p>No Class in Week 4 (Residential School for Advanced Clinical Assessment)</p>		

Week 5 - 06 Apr 2026

Module/Topic	Chapter	Events and Submissions/Topic
<p>Topic: DTB Skills</p> <ul style="list-style-type: none"> • Mindfulness skills practice • DOPS emotional regulation skills x 2 (student-led) • Deliberate practice 	<p>Chapter 9 Linehan (2015) DBT Skills Training Manual, Second Edition. Relevant handouts and worksheets.</p> <p>Boritz et al. (2022) Deliberate Practice in Dialectical Behavior Therapy</p>	

Week 6 - 13 Apr 2026

Module/Topic	Chapter	Events and Submissions/Topic

Topic: DBT Skills
 • Mindfulness skills practice
 • DOPS emotional regulation skills x 2 (student-led)
 • Introduction to distress tolerance skills
 • Deliberate Practice

Chapter 9 Linehan (2015) DBT Skills Training Manual, Second Edition.
 Relevant handouts and worksheets.
 Boritz et al. (2022) Deliberate Practice in Dialectical Behavior Therapy

Vacation Week - 20 Apr 2026

Module/Topic	Chapter	Events and Submissions/Topic
No Class this week.		

Week 7 - 27 Apr 2026

Module/Topic	Chapter	Events and Submissions/Topic
Topic: DBT Skills • Mindfulness skills practice • DOPS distress tolerance skills x 2 (student-led) • Deliberate practice	Chapter 10 Linehan (2015) DBT Skills Training Manual, Second Edition. Relevant Handouts and Worksheets. Boritz et al. (2022) Deliberate Practice in Dialectical Behavior Therapy	

Week 8 - 04 May 2026

Module/Topic	Chapter	Events and Submissions/Topic
Topic: DBT Skills • Mindfulness skills practice • DOPS distress tolerance skills x 2 (student-led) • Reflection on learning DBT skills • Deliberate Practice	Chapter 10 Linehan (2015) DBT Skills Training Manual, Second Edition. Relevant Handouts and Worksheets. Boritz et al. (2022) Deliberate Practice in Dialectical Behavior Therapy	DBT Skills Demonstrations Due: Week 8 Thursday (7 May 2026) 1:00 pm AEST

Week 9 - 11 May 2026

Module/Topic	Chapter	Events and Submissions/Topic
Topic: Adapting DBT Across Populations and Settings • Preparation for Assessment 3. DBT Intervention Proposal. • Discussion of Part I, Koerner et al. (2021). Adopt or Adapt? Evaluating Your DBT Program.	Koerner et al. (2021) Dialectical Behavior Therapy in Clinical Practice: Applications Across Disorders and Settings, Part I	Group Skills Practice Due: Week 9 Monday (11 May 2026) 9:00 am AEST

Week 10 - 18 May 2026

Module/Topic	Chapter	Events and Submissions/Topic
Topic: Adapting DBT Across Populations and Settings • Discussion of Part II, Koerner et al. (2021) Application Across Settings.	Koerner et al. (2021) Dialectical Behavior Therapy in Clinical Practice: Applications Across Disorders and Settings, Part II	

Week 11 - 25 May 2026

Module/Topic	Chapter	Events and Submissions/Topic
Topic: Adapting DBT Across Populations and Settings • Discussion of Part III, Koerner et al. (2021) Application Across Populations.	Koerner et al. (2021) Dialectical Behavior Therapy in Clinical Practice: Applications Across Disorders and Settings, Part III	

Week 12 - 01 Jun 2026

Module/Topic	Chapter	Events and Submissions/Topic
Topic: Adapting DBT Across Populations and Settings Discussion of Part IV, Koerner et al. (2021) Special Topics Reflection on the course. Reminder to complete online feedback.	Koerner et al. (2021) Dialectical Behavior Therapy in Clinical Practice: Applications Across Disorders and Settings, Part IV	DBT Intervention Proposal Due: Week 12 Monday (1 June 2026) 9:00 am AEST

Exam Week - 08 Jun 2026

Module/Topic

Chapter

Events and Submissions/Topic

Vacation/Exam Week - 15 Jun 2026

Module/Topic

Chapter

Events and Submissions/Topic

Assessment Tasks

1 Group Skills Practice

Assessment Type

Group Work

Task Description

In Weeks 2-8, you must demonstrate active engagement in group 'deliberate practice' exercises in class and keep a journal reflecting on your skill development.

The 72-hour grace period does not apply to this in-class assessment. You must not use AI at any point during this assessment. You must demonstrate your skills and knowledge.

Assessment Due Date

Week 9 Monday (11 May 2026) 9:00 am AEST

Submit to Moodle

Return Date to Students

Week 11 Friday (29 May 2026)

Marks and feedback available in Moodle

Weighting

Pass/Fail

Minimum mark or grade

Pass. You must pass this assessment to pass the unit.

Assessment Criteria

Group skills practice will be marked on the following criteria:

- Active participation in deliberate practice group work in class x 6 weeks (assessed by the lecturer in-class). Active participation includes effectively working in a group to practice the deliberate practice skills, using role play, and respectfully discussing implementation skills in the group.
- A weekly journal (weeks 2 - 8) reflecting on skill development through deliberate practice activities. Maximum 1000 words for the complete journal.

You must pass both sections of the assessment (a and b) to pass the assessment. If you do not pass the assessment, you will have one opportunity to re-attempt the assessment.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Apply evidence-based interventions in working with adults with complex case presentations.

2 DBT Skills Demonstrations

Assessment Type

Direct observation of procedural skills (DOPs)

Task Description

You will demonstrate a DBT skill in class as though you were teaching it in a standard DBT group intervention. The lecturer and other students will role-play the group participants.

In week 1, the lecturer will advise you of the DBT skill you will need to demonstrate for this assessment. Demonstrations will be in class from weeks 2, 3, 5, 6, 7, and 8. A schedule will be available in Moodle. You will submit your reference list in APA Style and a summary of your presentation to Moodle before class on the week you are demonstrating the skill.

The 72-hour grace period does not apply to this in-class assessment.

You may use AI for planning, idea development, and research. Your final DOPS demonstration should show how you have developed and refined these ideas.

Assessment Due Date

Week 8 Thursday (7 May 2026) 1:00 pm AEST

DOPS Assessments will take place in class, in the weeks allocated to each student (weeks 2 - 8). You must submit a summary of their presentation and a reference list, in APA style.

Return Date to Students

Week 10 Thursday (21 May 2026)

Marks and feedback available in Moodle within two weeks of DOPS demonstration in class

Weighting

Pass/Fail

Minimum mark or grade

You must pass each section of the assessment to pass the assessment.

Assessment Criteria

The DOPS DBT skills demonstration will be marked on the following criteria, including:

- a. Providing a clear rationale for using the skill,
- b. Effectively demonstrating the skill
- c. Effectively engaging the group in skill practice

To pass the assessment, you must achieve a pass grade for each section (a-c). If you do not pass the assessment, you will have one opportunity to re-attempt the assessment. A marking rubric will be available in Moodle.

Referencing Style

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

Submission

Offline Online

Submission Instructions

You will demonstrate DOPS in class and upload a summary of session and references to Moodle.

Learning Outcomes Assessed

- Explain and demonstrate the appropriate selection and implementation of evidence-based interventions for complex case presentations.

3 DBT Intervention Proposal

Assessment Type

Written Assessment

Task Description

You will plan a DBT Intervention group for an external placement site. You are not required to run the group at the placement site, but to prepare a proposal that could be suitable for an external placement site.

The proposal needs to include a description of the specific population and setting, a rationale for the intervention, an outline of the structure of sessions, topics to be covered, and an evaluation plan. Maximum 3000 words (including tables and figures, excluding references).

A 72-hour grace period applies for this assessment, in accordance with Central Queensland University Assessment Policy and Procedure.

You may use AI for planning, idea development, and research. Your final DOPS demonstration should show how you have developed and refined these ideas.

Assessment Due Date

Week 12 Monday (1 June 2026) 9:00 am AEST

Submit to Moodle

Return Date to Students

Vacation/Exam Week Friday (19 June 2026)

Marks and feedback available in Moodle

Weighting

Pass/Fail

Minimum mark or grade

You must pass each section of the assessment to pass.

Assessment Criteria

The DBT intervention proposal for a placement site will comprise an evidence-based DBT intervention group (with relevant references), professionally written, in APA style, appropriate for a specific population and setting. The proposal will be a maximum of 3000 words (including tables and figures, excluding references), and provide the following:

- a. An overview of the population and setting at the placement site, and evidence-based rationale for providing a DBT group intervention for the specified population and setting (pass/fail).
- b. A proposal for who would be suitable to facilitate the training and appropriate supervision/support that would be needed to run the DBT group intervention (pass/fail).
- c. An outline of the structure for sessions (including frequency, duration, number of sessions, and a typical agenda for sessions), appropriate for the population and setting (pass/fail).
- d. Topics and order in which they would be covered, along with any resources required (e.g., facilities and resources needed for activities), appropriate for the population and setting (pass/fail)
- e. A plan to evaluate the intervention using evidence-based methods, appropriate for the population and setting (pass/fail).

To pass the assessment, you must achieve a pass grade for each section (a-e). If you do not pass this assessment, you will have one opportunity to re-attempt the assessment. A marking rubric will be available in Moodle.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission

Online

Submission Instructions

You will submit your proposal to Moodle.

Learning Outcomes Assessed

- Explain and demonstrate the appropriate selection and implementation of evidence-based interventions for complex case presentations.
- Adjust therapeutic interventions, based on evolving case formulations, for complex presentations, using processes that are responsive to the cultural context.

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