



PSY 977

Cognitive Behaviour Therapy

S1 Day 2015

Department of Psychology

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Lexine Stapinski

lexine.stapinski@mq.edu.au

Contact via By email

By appointment – please send email request

Credit points

4

Prerequisites

Admission to MCLinPsych or DCLinPsych

Corequisites

Co-badged status

Unit description

This unit traces the history of the development of cognitive and behavioural therapies and introduces some important and recent applications of theory and practice. The aim is threefold: - Introduce students to the theoretical underpinnings, models, and procedures of a selection of key cognitive and behavioural therapy (CBT) techniques. - Provide an introduction to the major techniques that are generally thought of as CBT, and provide students with some of the practical skills necessary to become a scientist–practitioner. - Provide students with an understanding of how to effectively draw upon and integrate interviewing, counselling and therapeutic skills associated with the cognitive behavioural therapies.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

To provide students with some of the practical skills necessary to become a Scientist-Practitioner. In particular to extend students existing skills to answer clinical questions such as: ‘Which CBT-based treatment is optimal for this particular client?’ and ‘How do I practically deliver this particular treatment?’

To introduce students to behavioural assessments and case formulation

To provide students with the rationale and practical skills for delivering relaxation training, breathing control, graded exposure, behavioural experiments, and cognitive techniques including cognitive restructuring (CR) for common psychological problems. By the completion of the unit, students will acquire the following skills: (1) Knowledge and skills in several key cognitive and behavioural procedures including behavioural interviewing and case formulation, relaxation and breathing training, graded exposure/behavioural experiments, stimulus control, and cognitive restructuring. (2) Understanding of how to effectively draw upon and integrate various CBT procedures in addressing common psychological disorders.

General Assessment Information

OVERVIEW

- In total there are 3 assessments that you will be graded on and will in combination form the final grade for CBT-PSY977.
- Each student must complete all 3 assessments to a satisfactory standard (as outlined in the Clinical Psychology Handbook, 2015), and the final grade for CBT must be completed **to a minimum of a Pass grade standard in order to pass this unit.**
- As part of the CBT weekly seminar series, there are ***three assignments*** (which will each be graded) and which will in combination form 100% of the final grade for the CBT unit. Please note that the written components of these assignments (Assignment #2 Case Report and Assignment #3 self-reflection report) must be submitted both in hardcopy and via Turnitin antiplagiarism detection software (see below).

SUBMISSION OF ASSIGNMENTS

All assignments submitted must be accompanied by a completed and signed Psychology Department coversheet downloadable from http://humansciences.mq.edu.au/current_students/undergraduate/assignment_cover_sheet

- Written Assignments may not be accepted unless a correct coversheet is completed and signed.
- A copy of the assignment (including video) must be kept as proof that the assignment was completed and submitted.
- Electronic only copies of written assignments are not accepted, unless you have made prior arrangements with unit convenor due to extraneous circumstances.

Academic Honesty: Turnitin Before submitting your hardcopy version of the written assignments to the unit convenor on the due dates, you are also required to submit your case

report (Assignment #2) and self-reflection report (from Assignment #3) to the Turnitin anti-plagiarism detection software via the iLearn page for this unit. Your assignment will be automatically compared to work of your classmates, previous students from Macquarie and other universities, with material available on the Internet, both freely available and subscription-based electronic journals and book chapters. The final results of the Turnitin assessment will be sent only to the unit convenor, who will analyze them with reference to the University's Policy on Academic Honesty.

Penalties for Late Submission Penalties will be levied for late submission of assignment and for exceeding the word limit by > 8%:

- For late assignments, 5% will be deducted for every day late. For example, if you submit your written case report (Assignment #2) late by 2 days, then 10% will be deducted from your final assignment grade (weighted at 35% for the essay of the final CBT grade).
- 5% will also be deducted for work that is more than 8% over the word limit. For instance, the essay word limit is set at 2500 words (hence students are expected to write within the range of 2300 and 2700 words max).

Requests for Extensions Ordinarily, no extensions of time for submission of written work will be granted for students who have mismanaged their time in submitting assignments on the set due date. On the grounds that assignment requirements and due dates have been issued in the first week of session, students have received ample time to plan, and work towards completing all 3 assignments on time.

- However, from time to time some students may have unforeseen circumstances which arise during the course of the session and which may hamper their progress towards completing assignments on time. Hence, you may request an extension for medical or other extenuating circumstances by lodging a request to Ask.mq.edu.au
- Your request will then be forwarded to the unit convenor. All requests for extensions will be considered on a case by case basis, and appropriate documentary evidence needs to be provided to substantiate your claim (such as medical certificate, counsellor note, or similar). If an extension is granted, the time-frame will also be determined on an individual basis. All extensions should be made prior to the due date for the assignment and must be formally lodged at ask.mq.edu.au.
- As noted above, there is a set exam scheduled in class in Seminar 5 (Thursday 26th March, 2015). The only exception to not sitting this examination at the designated time is because of documented illness or unavoidable disruption (documented). In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at <http://www.reg.mq.edu.au/Forms/APScons.pdf>
- If a Supplementary Examination is granted as a result of the Special Consideration

process, the examination will be scheduled at an agreed time with the unit convenor.

Assessment Tasks

Name	Weighting	Due
<u>Assessment Interview and Case</u>	20%	26/3/2015
<u>Case Report & Client Script</u>	35%	30/4/2015
<u>Relaxation & Cognitive Therapy</u>	45%	21/5/2015

Assessment Interview and Case

Due: **26/3/2015**

Weighting: **20%**

The **1st CBT assignment: Assessment Interview and Case Formulation** will in the format of an **in-class exam (closed-book)**.

- This exam will be scheduled in **Seminar 5 (Thursday 26th March, 2015)**
- It will be conducted in the first hour and half of the seminar (1pm – 2.30pm), and the duration of the examination time will be a max of 75 minutes in length.
- The **aim** is to examine student's initial assessment and case formulation skills based on a client vignette.
- Attending Seminars 1 through to 4, as well as completing the set/recommended readings will be required to complete this first assignment.

On successful completion you will be able to:

- To provide students with some of the practical skills necessary to become a Scientist-Practitioner. In particular to extend students existing skills to answer clinical questions such as: 'Which CBT-based treatment is optimal for this particular client?' and 'How do I practically deliver this particular treatment?'
- To introduce students to behavioural assessments and case formulation
- By the completion of the unit, students will acquire the following skills: (1) Knowledge and skills in several key cognitive and behavioural procedures including behavioural interviewing and case formulation, relaxation and breathing training, graded exposure/behavioural experiments, stimulus control, and cognitive restructuring. (2) Understanding of how to effectively draw upon and integrate various CBT procedures in addressing common psychological disorders.

Case Report & Client Script

Due: **30/4/2015**

Weighting: **35%**

The 2nd assignment: Case Report & Client Script – Evidence Based Treatment Formulation

The aim of this assignment is to demonstrate that you can formulate an evidence based treatment plan to address the client's presenting problem, as well as discuss the recommended treatment formulation with the client. In addition, you will be required to outline one key/primary cognitive and/or behavioural-based component that will be included in the treatment program recommended for the client. Your case report and treatment plan is to be based on one of the two client vignettes (see detailed assignment description). Word limit 2500 words.

On successful completion you will be able to:

- To provide students with some of the practical skills necessary to become a Scientist-Practitioner. In particular to extend students existing skills to answer clinical questions such as: 'Which CBT-based treatment is optimal for this particular client?' and 'How do I practically deliver this particular treatment?'
- To introduce students to behavioural assessments and case formulation
- To provide students with the rationale and practical skills for delivering relaxation training, breathing control, graded exposure, behavioural experiments, and cognitive techniques including cognitive restructuring (CR) for common psychological problems.
- By the completion of the unit, students will acquire the following skills: (1) Knowledge and skills in several key cognitive and behavioural procedures including behavioural interviewing and case formulation, relaxation and breathing training, graded exposure/behavioural experiments, stimulus control, and cognitive restructuring. (2) Understanding of how to effectively draw upon and integrate various CBT procedures in addressing common psychological disorders.

Relaxation & Cognitive Therapy

Due: **21/5/2015**

Weighting: **45%**

The 3rd assignment: Relaxation/Breathing and Cognitive Therapy Role-Play

Format: Video/DVD presentation (25 minutes) and written assignment (750 words max)

The aim of this assignment is to examine your practical skills in conducting relaxation training and cognitive therapy (CT) (may include cognitive restructuring and/or Guided Discovery) techniques. There are 3 parts to this assignment: 2 role-play segments demonstrating CT and relaxation/breathing skills, plus a written report based on your own evaluation of your

role-play performance (see detailed assignment description).

On successful completion you will be able to:

- To provide students with some of the practical skills necessary to become a Scientist-Practitioner. In particular to extend students existing skills to answer clinical questions such as: 'Which CBT-based treatment is optimal for this particular client?' and 'How do I practically deliver this particular treatment?'
- To provide students with the rationale and practical skills for delivering relaxation training, breathing control, graded exposure, behavioural experiments, and cognitive techniques including cognitive restructuring (CR) for common psychological problems.
- By the completion of the unit, students will acquire the following skills: (1) Knowledge and skills in several key cognitive and behavioural procedures including behavioural interviewing and case formulation, relaxation and breathing training, graded exposure/behavioural experiments, stimulus control, and cognitive restructuring. (2) Understanding of how to effectively draw upon and integrate various CBT procedures in addressing common psychological disorders.

Delivery and Resources

ABOUT THIS UNIT

Schedule and Location: This unit will be conducted on THURSDAYS, Room: E5A – 150 [1pm-4pm]. Students in this unit should read the unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult the convenor of this unit.

- 4 PG Credit Points
- Comprises 12 x 3 hour weekly seminars (Thursdays: 1pm-4pm), plus 1 x Full day workshop – Compulsory Ethics Workshop scheduled for Friday 5th June, 2015 (convened by Assoc. Professor Jac Brown).
- Attendance at the Professional Ethics workshop is compulsory and is an essential prerequisite before students can commence any of the Placement units.
- This unit is an essential core unit to complete before you start your internship placements.
- It is University policy that the University issued email account will be used for official University communication. All students are required to access their University account frequently.

CLASSES

Number and length of weekly seminars: 12 x 3 hour seminars (See Unit Schedule).

Attendance: In-class attendance is compulsory. The nature of this professional course **requires that you attend ALL unit seminars** as it will be difficult to successfully complete the unit without such rigorous attendance. Due to the nature of the training, missed sessions cannot be adequately compensated through the usual ways of reading and discussion with a fellow student who attended the session. This requirement is in line with the professional expectation and commitment that you attend all sessions that you schedule for your clients and other work responsibilities. If there are *exceptional* circumstances where a session must be missed, this will need to be arranged with the unit convenor in advance. Failure to do so implies a lack of professionalism and thus your overall performance in the unit. Missed sessions may require additional work, to be arranged with the unit convenor. Failure to attend at least 80% of your classes, which is the university's minimum standard, will mean that you have not fulfilled all of the requirements of the unit and will thus be unable to pass the unit at an acceptable standard.

- This unit is not available via iLecture – due to role play and videotape demonstrations (which are copyrighted) and in-class practice sessions.
- *Students are NOT permitted to audio or videotape seminar/classes due to copyright material presented.*

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

Handouts for each seminar will be distributed online. These handouts will include the PowerPoint/overhead notes presented in class as well as any additional recommended readings to complement the seminar material. For each seminar the material will be made available online at least 3 working days days prior to the scheduled seminar (i.e. by Monday).

There is NO set text. However it is recommended that students consider purchasing one of the following texts for their professional library:

1. Barlow, D.H. (Ed.) (2008). *Clinical Handbook of Psychological Disorders A Step-by-step Treatment Manual*. 4th Edition. New York: The Guildford Press. *[This provides a comprehensive coverage of empirically supported treatments for defined diagnostic groups]*

Call Number: RC489. B4 C584 2008 – Available at MQ Library in Special reserve

2. Wright, J.H., Basco, M.R., & Thase, M.E. (2006). *Learning Cognitive-Behavior Therapy: An Illustrated Guide*. American Psychiatric Publishing Inc, Washington DC. *[This is a very good introductory book for students who have not had any training in CBT. This book comes with a DVD which contains some demonstrations of techniques. This resource can be purchased online via Amazon]*

3. Beck, J.S. (2011). *Cognitive Therapy: Basics & Beyond*. NY: Guildford Press.[3rd Edition] *[This is also a very good source for starting out therapists using CBT]*

Call Number: RC489.C63 B433 2011– Available at MQ Library in Special reserve

4. Hawton, K., Salkovskis, P.M., Kirk, J., & Clark, D.M. (1989). *Cognitive Behaviour Therapy for*

Psychiatric Problems. Oxford: Oxford University Press. *[This book covers more of a how-to of CBT for a range of problems areas. This is also a good book for starting out therapists using CBT].*

Call Number: RC489.C63.C635/1989. – Available at MQ Library in Special reserve

TEACHING AND LEARNING STRATEGY

- This unit will be taught in a seminar format; hence will include formal lecture contact plus didactic learning.
- Role plays and practical input will supplement theory.
- Students are expected to read in advance any set readings recommended for specific seminars (please refer Reading List on ilearn). You are also expected to use role-play time in class to practice skills.
- What is expected of students (e.g., participate in small groups; read in advance; follow current developments; etc)
- Week-by-week list of the topics to be covered are presented in the unit schedule.

Unit Schedule

Seminar	Date	Topic
1	26th February	Introduction to CBT (& Assessment)
2	5th March	CBT Assessment & Introduction to Case Formulation
3	12th March	Case Formulation: Part 2
4	19th March	Case Formulation: Part 3 <i>[1st half of seminar]</i> Introduction to Relaxation & Breathing Training <i>[2nd half of seminar]</i>
5	26th March	75 minute in-class exam <i>[1st half seminar: 1pm – 2.30pm]</i> Relaxation & Breathing Training: Part 2 <i>[2nd half seminar: 2.45 – 4pm]</i>
6	2nd April	Introduction to Cognitive Therapy: Part 2
Mid-session Break: 6th-17th April (encompasses Easter)		

7	23rd April	Cognitive Therapy II
8	30th April	Cognitive Therapy III [Case reports due in-class by 4pm]
9	7th May	Cognitive Therapy IV/ Practice week
10	14th May	Stimulus Control, Habit Reversal & Intro to Exposure and Behavioural Experiments
11	21st May	Exposure, Activity Scheduling & Behavioural Experiments [Video assignments are due in class by 4pm]
12	28th May	Behavioural Experiments – Part 3

Note. In addition, attendance is required at 1 x Full day workshop – Professional Ethics Workshop scheduled for Friday 5th June, 2015

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://stu>

dents.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- To provide students with some of the practical skills necessary to become a Scientist-Practitioner. In particular to extend students existing skills to answer clinical questions such as: 'Which CBT-based treatment is optimal for this particular client?' and 'How do I practically deliver this particular treatment?'
- To introduce students to behavioural assessments and case formulation
- To provide students with the rationale and practical skills for delivering relaxation training, breathing control, graded exposure, behavioural experiments, and cognitive

techniques including cognitive restructuring (CR) for common psychological problems.

- By the completion of the unit, students will acquire the following skills: (1) Knowledge and skills in several key cognitive and behavioural procedures including behavioural interviewing and case formulation, relaxation and breathing training, graded exposure/behavioural experiments, stimulus control, and cognitive restructuring. (2) Understanding of how to effectively draw upon and integrate various CBT procedures in addressing common psychological disorders.

Assessment tasks

- Assessment Interview and Case
- Case Report & Client Script
- Relaxation & Cognitive Therapy

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- To provide students with some of the practical skills necessary to become a Scientist-Practitioner. In particular to extend students existing skills to answer clinical questions such as: 'Which CBT-based treatment is optimal for this particular client?' and 'How do I practically deliver this particular treatment?'
- To introduce students to behavioural assessments and case formulation
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Assessment tasks

- Assessment Interview and Case
- Case Report & Client Script

- Relaxation & Cognitive Therapy

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- To provide students with some of the practical skills necessary to become a Scientist-Practitioner. In particular to extend students existing skills to answer clinical questions such as: 'Which CBT-based treatment is optimal for this particular client?' and 'How do I practically deliver this particular treatment?'
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Assessment tasks

- Assessment Interview and Case
- Case Report & Client Script
- Relaxation & Cognitive Therapy

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- To provide students with some of the practical skills necessary to become a Scientist-Practitioner. In particular to extend students existing skills to answer clinical questions such as: 'Which CBT-based treatment is optimal for this particular client?' and 'How do I practically deliver this particular treatment?'
- To introduce students to behavioural assessments and case formulation
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Assessment tasks

- Assessment Interview and Case
- Case Report & Client Script
- Relaxation & Cognitive Therapy

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- To introduce students to behavioural assessments and case formulation
- To provide students with the rationale and practical skills for delivering relaxation training, breathing control, graded exposure, behavioural experiments, and cognitive techniques including cognitive restructuring (CR) for common psychological problems.
- By the completion of the unit, students will acquire the following skills: (1) Knowledge and skills in several key cognitive and behavioural procedures including behavioural interviewing and case formulation, relaxation and breathing training, graded exposure/behavioural experiments, stimulus control, and cognitive restructuring. (2) Understanding

of how to effectively draw upon and integrate various CBT procedures in addressing common psychological disorders.

Assessment tasks

- Case Report & Client Script
- Relaxation & Cognitive Therapy

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- To provide students with some of the practical skills necessary to become a Scientist-Practitioner. In particular to extend students existing skills to answer clinical questions such as: 'Which CBT-based treatment is optimal for this particular client?' and 'How do I practically deliver this particular treatment?'
- To provide students with the rationale and practical skills for delivering relaxation training, breathing control, graded exposure, behavioural experiments, and cognitive techniques including cognitive restructuring (CR) for common psychological problems.
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Assessment task

- Case Report & Client Script