



PSY 977

Cognitive Behaviour Therapy

S1 Day 2016

Department of Psychology

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General Information

Unit convenor and teaching staff Maria Kangas maria.kangas@mq.edu.au
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 searching skills to answer clinical questions such as: o ‘Which CBT-based treatment is optimal for this particular client?’ o ‘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

Name	Weighting	Due
<u>Case Formulation – Exam</u>	20%	31st March 2016
<u>Case Report & Scripts</u>	30%	28 April 2016
<u>DVD CBT Role Play</u>	50%	2 June 2016

Case Formulation – Exam

Due: **31st March 2016**

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 **Week 5 (31st March 2016)**
- It will be conducted in the first hour of the seminar (from 1.10pm), and the duration of the examination time will be a max of 60 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.
- The examination is **weighted 20%** of the total assessment grade for the CBT unit.

On successful completion you will be able to:

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- 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.

Case Report & Scripts

Due: **28 April 2016**

Weighting: **30%**

The aim of this assignment is to demonstrate that you can formulate an evidence based treatment plan to address the client's presenting problem (based on 1 of 2 vignettes), as well as discuss the recommended treatment formulation with the client. In addition, you will be required to outline one key/primary cognitive therapy and/or behavioural experiment or exposure component that will be included in the treatment program recommended for the client.

In particular, you will need to address the following issues:

1. Outline what type of intervention program you plan to implement (on basis of clients' presenting problems).
2. How you plan to assess the client's progress in therapy?
3. How you will explain the intervention program to client, in your own words (session 1 or 2) (750 words)
4. From the therapy program selected, in your own words, describe how you will explain a primary therapy component that you will introduce to the client in a relevant therapy session. (750 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 searching skills to answer clinical questions such as: o 'Which CBT-based treatment is optimal for this particular client?' o 'How do I practically deliver this particular treatment?'
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DVD CBT Role Play

Due: **2 June 2016**

Weighting: **50%**

Format: DVD or MP3 presentation and written assignment

The aim of this assignment is to examine your practical skills in conducting cognitive therapy (CT) (may include cognitive restructuring (CR) and/or Guided Discovery) techniques AND behavioural therapy skills (notably, either behavioural experiment or exposure). There are 3 parts to this assignment (2 role-play segments demonstrating CT and BT skills, plus a written report based on your own evaluation of your role-play performance).

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 searching skills to answer clinical questions such as: o 'Which CBT-based treatment is optimal for this particular client?' o '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.

Delivery and Resources

This Unit comprises 12 x 3 hour weekly seminars (Thursdays – 1-4pm), plus 1 x Full day workshop – Compulsory Ethics Workshop scheduled for 18th March 2016 (convened by Assoc. Professor Jac Brown & Dr Carolyn Schniering). Attendance at the Professional Ethics workshop is **compulsory** and is an **essential prerequisite** before students can commence any of the

Placement units.

- 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)
- 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.
- **There is NO set text.** *However recommended and set reading list for each seminar is available on the CBT iLearn unit page for 2016– refer to Reading List. In addition 15 CBT-based books have been placed in Special Reserve for this unit during Session 1 2016. The majority are available via ebook access. A complete list of these books is also available on the CBT iLearn unit page.*

Unit Schedule

- Sem. 1: 3 March - Introduction to CBT (& Assessment)**
- Sem.2: 10 March - CBT Assessment & Introduction to Case Formulation**
- Sem.3: 17 March - Case Formulation – Part 2**
- Sem.4: 24 March - Case Formulation – Part 3 [*1st half of seminar*]**
 Introduction to Relaxation & Breathing Training
 [*2nd half of seminar*]
- Sem.5: 31 March - 1st hour (1.10p – 2.10pm): 60 minute in-class exam**
 [2.30-4pm]: Relaxation & Breathing Training – Pt 2
- Sem.6: 7 April – Introduction to Cognitive Therapy [*Part 1*]**

MID SESSION – 2 WEEK BREAK

[11 - 22 April, 2016]

Sem. 7: 28 April - Cognitive Therapy II

[Case reports due]

- Sem. 8: 5 May - Cognitive Therapy III
- Sem. 9: 12 May - Cognitive Therapy IV/ Practice week
- Sem. 10: 19 May - Stimulus Control, Habit Reversal & Intro to Exposure & Behav. Experiments
- Sem. 11: 26 May - Exposure, Activity Scheduling & Behavioural Experiments
- Sem. 12: 2 June - Behavioural Experiments – Part 3

[Video assignments are due by 4pm]

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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://students.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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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 searching skills to answer clinical questions such as: o 'Which CBT-based treatment is optimal for this particular client?' o 'How do I practically deliver this particular treatment?'

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Assessment tasks

- Case Formulation – Exam
- Case Report & Scripts
- DVD CBT Role Play

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 searching skills to answer clinical questions such as: o ‘Which CBT-based treatment is optimal for this particular client?’ o ‘How do I practically deliver this particular treatment?’
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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 searching skills to answer clinical questions such as: o ‘Which CBT-based treatment is optimal for this particular client?’ o ‘How do I practically deliver this particular treatment?’
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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

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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:

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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 searching skills to answer clinical questions such as: o ‘Which CBT-based treatment is optimal for this particular client?’ o ‘How do I practically deliver this particular treatment?’
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