



# PSY 977

## Cognitive Behaviour Therapy

S1 Day 2017

*Department of Psychology*

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## General Information

Unit convenor and teaching staff

Maria Kangas

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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:

- (1) 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?'
- (2) To introduce students to behavioural assessments and case formulation.
- (3) 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.

(4) By the completion of the unit, students will acquire the following skills: (a) 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. (b) Understanding of how to effectively draw upon and integrate various CBT procedures in addressing common psychological disorders.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Case Formulation In-Class Exam</u></a>	20%	No	Week 5/ 28 March 2017
<a href="#"><u>Case Report &amp; Client Scripts</u></a>	30%	No	1st May 2017
<a href="#"><u>CBT Video Demonstration</u></a>	50%	No	Week 12/ 30th May 2017

### Case Formulation In-Class Exam

Due: **Week 5/ 28 March 2017**

Weighting: **20%**

The **1<sup>st</sup> 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 (28<sup>th</sup> March 2017)**
- It will be conducted in the first hour of the seminar (from 10.10am), and the duration of the examination time will be a max of 50 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:

- (2) To introduce students to behavioural assessments and case formulation.
- (3) 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.
- (4) By the completion of the unit, students will acquire the following skills: (a) 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. (b) Understanding of how to effectively draw upon and integrate various CBT procedures in addressing common psychological disorders.

## Case Report & Client Scripts

Due: **1st May 2017**

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)
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 – which focuses on one of the following components: cognitive therapy (eg CR work); or exposure exercises/behavioural experiments. Describing relaxation or breathing exercises is NOT acceptable for this assignment.

On successful completion you will be able to:

- (1) 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?'
- (2) To introduce students to behavioural assessments and case formulation.
- (3) 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.
- (4) By the completion of the unit, students will acquire the following skills: (a) 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. (b) Understanding of how to effectively draw upon and integrate various CBT procedures in addressing common psychological disorders.

## CBT Video Demonstration

Due: **Week 12/ 30th May 2017**

Weighting: **50%**

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 self-reflection report based on your own evaluation of your role-play performance).

On successful completion you will be able to:

- (1) 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?'
- (2) To introduce students to behavioural assessments and case formulation.
- (3) 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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## Delivery and Resources

This Unit comprises 12 x 3 hour weekly seminars (Tuesdays – 10am – 1pm), plus 1 x Full day workshop – Compulsory Ethics Workshop scheduled for 12<sup>th</sup> MAY 2017 (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.

## 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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.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](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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/](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](http://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](http://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](http://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/](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

- (1) 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 In-Class Exam
- Case Report & Client Scripts



- CBT Video Demonstration

## 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

- (1) 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 In-Class Exam
- Case Report & Client Scripts
- CBT Video Demonstration

## 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

- (1) 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?'

- (2) To introduce students to behavioural assessments and case formulation.
- (3) 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 tasks

- Case Formulation In-Class Exam
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- CBT Video Demonstration

## 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

- (1) 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**

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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:

## **Learning outcomes**

- (1) 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 In-Class Exam
- Case Report & Client Scripts
- CBT Video Demonstration

## 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

- (1) 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

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