



PSYP903

Cognitive Behavioural Therapy and Related Techniques

S1 Day 2017

Department of Psychology

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Policies and Procedures</u>	6
<u>Graduate Capabilities</u>	7
<u>Changes since First Published</u>	10

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Andrew Baillie

andrew.baillie@mq.edu.au

Julie Boulis

julie.boulis@mq.edu.au

Julie Boulis

julie.boulis@mq.edu.au

Credit points

4

Prerequisites

Admission to MProfPsych

Corequisites

Co-badged status

Unit description

This unit provides theory and skills training in two psychotherapeutic treatment approaches for which empirical evidence is considered to be strongest, namely, Cognitive Behaviour Therapy (CBT). Instruction in mindfulness-based treatment approaches, such as Acceptance and Commitment Therapy (ACT), is also provided. Efforts are made to ensure that students have the opportunity to observe and practice the application of these different approaches in effecting attitudinal and behavioural change. Students are instructed in the techniques underpinning each modality and are asked to reflect on the similarities and differences between the respective approaches, the sorts of presentations most likely to benefit from each approach, and whether and how these treatments might be integrated with each other and with other treatment approaches.

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:

Integrate and synthesise various key cognitive and behavioural therapy procedures in

addressing common psychological disorders.

Critique empirically supported treatments associated with common needs and concerns presented to psychologists in practice.

Develop professional skills for interventions and therapeutic programs.

Design and implement intervention and treatment plans to test hypotheses generated from a client's presenting issues.

Differentiate and distinguish procedural knowledge of Cognitive Behaviour Therapy and Acceptance and Commitment Therapy as intervention and treatment approaches.

Implement communication skills effectively in writing and through verbal communication.

Assessment Tasks

Name	Weighting	Hurdle	Due
Self-Management Report	50%	No	8/5/17
CBT Live Skills Assessment	50%	Yes	17/5/17

Self-Management Report

Due: **8/5/17**

Weighting: **50%**

Self management Report

Background This assignment is designed to give you practice with the Intervention Case Studies which you will be required to submit to the Psychology Board and your supervisor during your 6th year (see Appendix D; note that this assignment approximates the actual 6th year case study for which 2500-2750 words are required). For the purpose of this assignment, you are the client. Be sure to follow the guidelines detailed in Appendix D in preparing this assignment. Note, however, that the section of Appendix D outlining specific requirements for Core Competency 3:

Psychological assessment and measurement does not apply to the current assignment - please refer only to the specific requirements for Core Competency 4: Intervention strategies. With reference to specific requirement 2, you do not need to give a reason for the referral but the rest of this paragraph should apply. With reference to requirement 3, you do not need to consider a DSM-5 diagnosis but you may indicate any psychological tests or inventories which you utilise. For the actual 6th year assignment, the signature of your supervisor will be required prior to submission to the Board. For the current purpose, however, no signature is required. The assignment should be viewed as a self-monitoring/self-management task. You are required to consider an aspect of yourself that you may wish to change, such as a counterproductive habit, fear, or mode of thinking. Examples of suitable issues would include procrastination and/or perfectionism, poor eating habits, or overuse of a problematic word or phrase in your professional practice (e.g. "you know"). Please avoid diagnosable DSM-5 conditions and please seek advice from your Practica and Skills Training Co-ordinator or your lecturer if in doubt about

the suitability of potential topics. Notes: - You should monitor and record relevant data (thoughts, behaviours, etc.) for a minimum of one week. - You should then carry out an intervention for at least one week and, again, carefully monitor and record relevant data. - You are expected to design an intervention that includes both cognitive and behavioural components. Affective aspects may also be involved. - Assessments should be appropriate to the issue in question (e.g., Subjective Units of Disturbance, behavioural measures, etc.) - Pre- and post-intervention assessments are required. - For all components of the assignment, please include summary information only in the text. - Detailed results for each component (e.g., details of recorded observations) should be included in one or more appendices. - You should provide references relating to evidence-based theory/practice for the chosen issue and the intervention/s used. - The report is completely confidential between yourself and the marker.

On successful completion you will be able to:

- Integrate and synthesise various key cognitive and behavioural therapy procedures in addressing common psychological disorders.
- Critique empirically supported treatments associated with common needs and concerns presented to psychologists in practice.
- Develop professional skills for interventions and therapeutic programs.
- Design and implement intervention and treatment plans to test hypotheses generated from a client's presenting issues.
- Differentiate and distinguish procedural knowledge of Cognitive Behaviour Therapy and Acceptance and Commitment Therapy as intervention and treatment approaches.
- Implement communication skills effectively in writing and through verbal communication.

CBT Live Skills Assessment

Due: **17/5/17**

Weighting: **50%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Hurdle assessment. This assessment enables students to demonstrate minimum competency in psychology skills integral to working with clients during an initial interview using CBT as an intervention with Socratic questioning throughout therapy. This live skills assessment will enable students to demonstrate 'fitness to practice' as a psychologist in terms of conducting core skills necessary to complete an initial interview with a client using empathy, challenging unhelpful thinking, while acting in a professional manner. This is an essential skill that all students need to demonstrate prior to their first placement. Consistent with the Assessment Policy, students who make a serious attempt, but fail to meet minimum standards will be given a second opportunity to complete the task to the minimum standard. The minimum standards will be defined as at least Functional level in a rubric that will be made available to students and that will be based on standards required by APAC. Students who fail to meet minimum standards on the second attempt will fail the unit. For those who pass the second attempt, a maximum mark of 50%

(PASS) will be given for the PSYP903 Cognitive Behaviour Therapy & Related Techniques, CBT live skills assessment 2.

Live demonstration of CBT skills. Three hours small group supervision time (four in group, A interviews B, B interviews C, C interviews D, D interviews A). Interviewees: You will be given a scenario to role play when you are being interviewed. Interviewers: You will not be able to complete an exhaustive therapeutic intervention in 30 mins – the task is to demonstrate that you understand the CBT conceptualisation of the problem, and are able to begin to use cognitive restructuring and behavioural strategies to help the client. You will be assessed on the following specific skills:

- Have the client identify and describe a specific incident that relates to their presenting problem.
- For the incident identify the salient emotion
- Identify thoughts and behaviours that preceded and followed the event
- Using the example reflect back to the client the formulated link between thoughts, behaviours and feelings
- Clarifying if this example and formulation is typical of their current problem
- Using this scenario, collaboratively pick the most appropriate specific belief to challenge
- Collect evidence for and against the thought using Socratic questioning
- Have the client re-rate their strength of belief in the original thought
- Assist the client to generate an appropriate alternate thought
- Test the impact of this alternative thought
- Construct a suitable assignment regarding constructive thinking for the client to carry out before the next session

The following skills will be assessed throughout:

- Ability to display empathy to the client
- Ability to challenge unhelpful thinking
- Ability to act in a professional manner

Scoring criteria shown in handbook Sessions to be advised

On successful completion you will be able to:

- Integrate and synthesise various key cognitive and behavioural therapy procedures in addressing common psychological disorders.
- Critique empirically supported treatments associated with common needs and concerns presented to psychologists in practice.
- Develop professional skills for interventions and therapeutic programs.
- Design and implement intervention and treatment plans to test hypotheses generated from a client's presenting issues.
- Differentiate and distinguish procedural knowledge of Cognitive Behaviour Therapy and Acceptance and Commitment Therapy as intervention and treatment approaches.
- Implement communication skills effectively in writing and through verbal communication.

Delivery and Resources

The unit is comprised of lectures and workshops.

Lectures: 4 x 3 hour lecture on Wednesday

1 x 3 hour lecture on Saturday

Workshops: 4 x 3 hour workshop on Wednesday

1 x 3 hour workshop on Saturday

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_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

Disruption to Studies Policy (in effect until Dec 4th, 2017): 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/

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

- Integrate and synthesise various key cognitive and behavioural therapy procedures in addressing common psychological disorders.
- Develop professional skills for interventions and therapeutic programs.
- Design and implement intervention and treatment plans to test hypotheses generated from a client's presenting issues.
- Differentiate and distinguish procedural knowledge of Cognitive Behaviour Therapy and Acceptance and Commitment Therapy as intervention and treatment approaches.
- Implement communication skills effectively in writing and through verbal communication.

Assessment tasks

- Self-Management Report
- CBT Live Skills Assessment

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

- Integrate and synthesise various key cognitive and behavioural therapy procedures in addressing common psychological disorders.
- Critique empirically supported treatments associated with common needs and concerns presented to psychologists in practice.
- Develop professional skills for interventions and therapeutic programs.
- Design and implement intervention and treatment plans to test hypotheses generated from a client's presenting issues.
- Differentiate and distinguish procedural knowledge of Cognitive Behaviour Therapy and Acceptance and Commitment Therapy as intervention and treatment approaches.
- Implement communication skills effectively in writing and through verbal communication.

Assessment tasks

- Self-Management Report
- CBT Live Skills Assessment

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

- Integrate and synthesise various key cognitive and behavioural therapy procedures in addressing common psychological disorders.
- Critique empirically supported treatments associated with common needs and concerns presented to psychologists in practice.
- Develop professional skills for interventions and therapeutic programs.
- Design and implement intervention and treatment plans to test hypotheses generated from a client's presenting issues.
- Differentiate and distinguish procedural knowledge of Cognitive Behaviour Therapy and Acceptance and Commitment Therapy as intervention and treatment approaches.
- Implement communication skills effectively in writing and through verbal communication.

Assessment tasks

- Self-Management Report

- CBT Live Skills Assessment

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

- Integrate and synthesise various key cognitive and behavioural therapy procedures in addressing common psychological disorders.
- Critique empirically supported treatments associated with common needs and concerns presented to psychologists in practice.
- Design and implement intervention and treatment plans to test hypotheses generated from a client's presenting issues.
- Differentiate and distinguish procedural knowledge of Cognitive Behaviour Therapy and Acceptance and Commitment Therapy as intervention and treatment approaches.
- Implement communication skills effectively in writing and through verbal communication.

Assessment tasks

- Self-Management Report
- CBT Live Skills Assessment

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

- Integrate and synthesise various key cognitive and behavioural therapy procedures in addressing common psychological disorders.
- Critique empirically supported treatments associated with common needs and concerns presented to psychologists in practice.
- Develop professional skills for interventions and therapeutic programs.
- Design and implement intervention and treatment plans to test hypotheses generated from a client's presenting issues.

- Differentiate and distinguish procedural knowledge of Cognitive Behaviour Therapy and Acceptance and Commitment Therapy as intervention and treatment approaches.
- Implement communication skills effectively in writing and through verbal communication.

Assessment tasks

- Self-Management Report
- CBT Live Skills Assessment

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

- Integrate and synthesise various key cognitive and behavioural therapy procedures in addressing common psychological disorders.
- Critique empirically supported treatments associated with common needs and concerns presented to psychologists in practice.
- Develop professional skills for interventions and therapeutic programs.
- Design and implement intervention and treatment plans to test hypotheses generated from a client's presenting issues.
- Differentiate and distinguish procedural knowledge of Cognitive Behaviour Therapy and Acceptance and Commitment Therapy as intervention and treatment approaches.
- Implement communication skills effectively in writing and through verbal communication.

Assessment tasks

- Self-Management Report
- CBT Live Skills Assessment

Changes since First Published

Date	Description
26/08/2017	Further information provided for a hurdle assessment.