



# PSYC20059 *Interventions 2*

## Term 2 - 2024

Profile information current as at 29/07/2024 03:18 pm

All details in this unit profile for PSYC20059 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

In this unit you will focus on consolidating and expanding on previously acquired psychological knowledge through the exploration of contemporary intervention skills, approaches, and techniques. You will draw upon foundational competencies such as micro-counselling skills, assessment interviews, and record keeping, and be introduced to additional intervention models to broaden your knowledge of the discipline. The role of motivational interviewing in evidence-based psychological intervention and psychopharmacology will also be explored.

#### 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

Students must be enrolled in CL68 Master of Professional Psychology or CG17 Master of Clinical Psychology. Anti-req PSYC21004

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 2 - 2024

- Online

#### 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. **Practical Assessment**

Weighting: Pass/Fail

#### 2. **Reflective Practice Assignment**

Weighting: Pass/Fail

#### 3. **Report**

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 Student feedback items and evaluation score

##### **Feedback**

Students reported that reiterative feedback on tasks was helpful for their understanding.

##### **Recommendation**

Rationale for competency-based constructive feedback will continue to be reiterated to support students reflection on skills and own practice. The content and context of the task, as well as the nature of task development and engagement in learning relative to their skills in practice will be supported through verbal and written feedback pre and post timing of task completion dates in the unit.

#### Feedback from Student feedback items

##### **Feedback**

Students reported lecture length was too long.

##### **Recommendation**

The length of time for content will be adapted for practice of techniques through demonstration followed by clinical application and practice in class.

## Unit Learning Outcomes

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

1. Synthesise and apply knowledge of contemporary intervention approaches, skills, and techniques on the basis of case formulation.
2. Communicate high level, independent clinical judgements regarding client presentations and interventions using processes that are responsive to cultural context and practice across the lifespan.
3. Engage in critical self-reflective practice in regard to skills, techniques, and clinical judgements.

Learning outcomes are drawn from specifications for study at level 9 as indicated by the Australian Qualifications Framework (AQF), program of study criteria as stated by the Psychology Board of Australia (PsychBA), and the following core competencies stated by the Australian Psychology Accreditation Council (APAC):

- 3.3 Employ professional communication skills, in a culturally responsive manner, with a range of socially and culturally diverse clients,
- 3.6 Conduct professional interviews and assessments and synthesise information from multiple sources, including assessment of risk, to formulate a conceptualisation of the presenting issues to determine the most appropriate interventions, including management of risk,
- 3.7 Monitor outcomes and modifications based on evolving case formulation, including health and health concerns, family and support networks, and organisational, cultural or community contexts, with care given to the appropriateness of interventions for the client within their wider context,
- 3.8 Interpret and communicate findings in oral and written formats, including formal psychological reports, using culturally appropriate language,
- 3.9 Implement appropriate, empirically supported interventions, and monitor clients' progress and intervention outcome, and
- 3.14 Engage in self-reflective professional practice, taking account of the impact of their own values and beliefs, and taking appropriate actions as a result (APC, 2019, p.13-14).

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Practical Assessment - 0%	•		•
2 - Reflective Practice Assignment - 0%		•	•
3 - Report - 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 - Aboriginal and Torres Strait Islander Cultures			

## Textbooks and Resources

### Textbooks

There are no required textbooks.

### 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

**Talitha Best** Unit Coordinator

[t.best@cqu.edu.au](mailto:t.best@cqu.edu.au)

## Schedule

### Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Therapeutic Relationship: micro skills and context	Relevant readings and resources on Moodle	Lecture: Thursday, 1pm-4pm

### Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Acceptance and Commitment Therapy (ACT), theory and skill development: part 1	Relevant readings and resources on Moodle	Lecture: Thursday, 1pm-4pm

### Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Acceptance and Commitment Therapy (ACT), theory and skill development: part 2	Relevant readings and resources on Moodle	Lecture: Thursday, 1pm-4pm

### Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Acceptance and Commitment Therapy (ACT), theory and skill development: part 3	Relevant readings and resources on Moodle	Lecture: Thursday, 1pm-4pm

### Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Acceptance and Commitment Therapy (ACT): application of skills and case report development	Relevant readings and resources on Moodle	Lecture: Thursday, 1pm-4pm MPP students may be on campus in Cairns for Residential School (PSYC29002)

### Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Compassion Focused Therapy (CFT) - introduction to theory and skill development	Relevant readings and resources on Moodle	Lecture: Thursday, 1pm-4pm <b>Therapy SKills</b> Due: Week 6 Monday (19 Aug 2024) 11:45 pm AEST

### Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Compassion Focused Therapy - further skills and approaches	Relevant readings and resources on Moodle	Lecture: Thursday, 1pm-4pm
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### Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Psychopharmacology in therapy - approaches and skills	Relevant readings and resources on Moodle	Lecture: Thursday, 1pm-4pm

### Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Motivational Interviewing: a brief introduction		Lecture: Thursday, 1pm-4pm

### Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Further applications of therapeutic skills: therapist self care and and reflective practice	Relevant readings and resources on Moodle	Lecture: Thursday, 1pm-4pm <b>Therapy skills and reflection</b> Due: Week 10 Monday (16 Sept 2024) 11:45 pm AEST

### Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Case reports: a guide to report writing	Relevant readings and resources on Moodle	Lecture: Thursday, 1pm-4pm

### Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Preparing for practice: further therapy skills and approaches		Lecture: Thursday, 1pm-4pm

### Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Intervention Case Report</b> Due: Review/Exam Week Monday (7 Oct 2024) 11:45 pm AEST

### Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic

## Term Specific Information

This is a non-graded (Pass/Fail) unit and therefore, in accordance with CQUniversity's Assessment Policy and Procedure (Higher Education Coursework), all assessment tasks must be passed in order to pass this unit. The minimum pass rate for each assessment task is 70% for this unit. Students who have made a reasonable attempt to complete an assessment task initially will have opportunity to re-attempt a failed assessment task. The mark achieved for the reattempted assessment task will be recorded as the final mark.

## Assessment Tasks

### 1 Therapy SKILLS

#### Assessment Type

Practical Assessment

#### Task Description

This assessment requires you to record (audio-visual) a 10-15 min demonstration of a therapeutic skill relevant to the content of this unit and provide a brief (150-300 word) reflection. Your video recording is to demonstrate a therapeutic

intervention strategy of your choice relevant to the content of the unit. This task provides opportunity to learn, grow and practice your skill as well as receive feedback and support on a therapeutic skill of your choice. Your client will be a fellow student, and in pairs one student will be the client and one will be the therapist.

Scenario based support will be provided in class or you may wish to adapt and create your own relative to your own practice. Your task is to decide which approach/intervention strategy you would like to use and then demonstrate that therapeutic approach to assist the client

**Assessment Due Date**

Week 6 Monday (19 Aug 2024) 11:45 pm AEST

**Return Date to Students**

Week 8 Monday (2 Sept 2024)

Feedback will be provided and uploaded through Moodle

**Weighting**

Pass/Fail

**Minimum mark or grade**

As this is a competency-based unit, a pass grade is 70% or greater.

**Assessment Criteria**

The student is provided an assessment framework to assist competency development. The recording, aimed at capturing and providing feedback and support for your skill, is the predominant focus of the task, with a brief written reflection. The overall skill-based competency rubric and further supporting details will be provided on moodle and discussed in class time.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Upload the recording in Moodle using ECHO360

**Learning Outcomes Assessed**

- Synthesise and apply knowledge of contemporary intervention approaches, skills, and techniques on the basis of case formulation.
- Engage in critical self-reflective practice in regard to skills, techniques, and clinical judgements.

## 2 Therapy skills and reflection

**Assessment Type**

Reflective Practice Assignment

**Task Description**

This assessment requires you to utilise a further therapeutic intervention approach/technique that you would like to develop (that is, it is different from the one you demonstrated in assessment task 1) and record (audio-visual) a 10-15 min demonstration of that therapeutic skill together with a 500-700 word reflection.

You will be given time to consider and develop your reflection in class throughout the term. In selecting and recording further approaches for intervention, the reflection will be of your experience from a professional and personal growth viewpoint.

The reflection is to be between 500-700 words and needs to address 3 main components.

1. Include a brief discussion of the strengths and weaknesses you perceive of the intervention approach
2. Provide a personal reflection on the experience that considers what you learned and how your practice might be modified in light of the experience for future growth and development. This could include articulating the thoughts and feelings of your experience as part of your evaluation and conclusion from the experience.
3. Provide a professional reflection on the likely impact for your client and identify areas of further action for the growth and development of your professional practice.

**Assessment Due Date**

Week 10 Monday (16 Sept 2024) 11:45 pm AEST

**Return Date to Students**

Week 12 Monday (30 Sept 2024)

Feedback will be provided and uploaded through Moodle

**Weighting**

Pass/Fail

**Minimum mark or grade**

As this is a competency-based unit, a pass grade is 70% or greater.

**Assessment Criteria**

This assessment is considered against a competency framework and the direction for the 3 components of the personal and professional reflection will be provided on Moodle, as well as discussed in class time.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Submit via the Assessment Portal in Moodle

**Learning Outcomes Assessed**

- Communicate high level, independent clinical judgements regarding client presentations and interventions using processes that are responsive to cultural context and practice across the lifespan.
- Engage in critical self-reflective practice in regard to skills, techniques, and clinical judgements.

## 3 Intervention Case Report

**Assessment Type**

Report

**Task Description**

Intervention case reports are an important competency in psychological practice as a demonstration of clinical judgment, formulation, intervention planning, delivery and evaluation.

This assessment requires you to write an intervention case report (maximum word count of 2500 words excluding references). You can use simulated/actual clients from your current supervised practice, or the scenarios worked with in class, or develop a client scenario as if you have continued seeing this client over a series of sessions. Intervention case reports are written in past tense as a case outline of what was done, describing the presenting issues, formulation, intervention delivery and evaluation.

This learning task provides an opportunity to demonstrate your critical thinking and decision making around interventions based on a clear formulation and evidence based approach, and receive feedback and guidance for your continued skill development in this area towards registration. The case report structure, purpose and details of this task are aligned with the AHPRA requirements for registration.

**Assessment Due Date**

Review/Exam Week Monday (7 Oct 2024) 11:45 pm AEST

**Return Date to Students**

Feedback will be provided and uploaded through Moodle

**Weighting**

Pass/Fail

**Minimum mark or grade**

As this is a competency-based unit, a pass grade is 70% or greater.

**Assessment Criteria**

Your submission will follow the Psychology Board of Australia guidelines for intervention case reports.

Further details of the task for learning and development along with supporting information such as the intervention case report checklist will be provided on Moodle.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Submit via the Assessment Portal in Moodle



## Learning Outcomes Assessed

- Synthesise and apply knowledge of contemporary intervention approaches, skills, and techniques on the basis of case formulation.
- Communicate high level, independent clinical judgements regarding client presentations and interventions using processes that are responsive to cultural context and practice across the lifespan.

## 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