Description: Individual Intervention

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<tr>
<td>PSY</td>
<td>8050</td>
<td>34470</td>
<td>2, 2004</td>
<td>ONC</td>
<td>1.00</td>
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Academic group: FOSCI
Academic org: FOS005
Student contribution band: 1
ASCED code: 090701

STAFFING
Examiner: Paul Bramston
Moderator: Grace Pretty

OTHER-REQUISITES
Recommended Pre-requisite: PSY8010

RATIONALE
The practitioner addressing health related problems requires a broad understanding of methods that have been demonstrated to be effective within community health contexts. This course critically reviews the components of interventions that reduce the psychological impact of physical illness and minimise stress and health risks related to lifestyle factors. It develops students' competencies to engage clients in effective treatments for these problems.

SYNOPSIS
This course addresses principles and practice of supportive behavioural and cognitive-behaviour therapy in relation to common psychological problems such as anxiety, depression and other maladaptive reactions related to physical illness, stressful events and lifestyles. This material will be presented initially through lecture and seminar presentations. It will then progress to meeting practice needs of individual students using videotaped interviews with role-play clients.

OBJECTIVES
On successful completion of this course students will be able to:

1. demonstrate competencies as identified in APS Competencies for Psychologists (1996);
2. design, implement and evaluate individual interventions based on a broad knowledge of literature and research regarding individual psychological interventions related to the practice of psychology;

3. provide a competent, professional service to individuals experiencing health problems through: developing skills at a level of competence commensurate with their previous professional experience, acquiring knowledge of professional and ethical issues, critically analysing issues implicated in the use of intervention techniques with clientele presenting with a variety of health issues, appropriately applying cognitive-behavioural interventions across a variety of clientele, considering age, gender and cultural sensitivities, designing and implementing stress reduction programs, promoting client self-help skills;

4. demonstrate proficiency in professional communication and client/community relations through: writing and presenting reports of intervention plans and outcomes, assessing the ecological validity of proposed interventions, critically reviewing the efficacy of interventions.

**TOPICS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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</thead>
<tbody>
<tr>
<td>1. Therapeutic skills related to personal wellness and self care in response to acute and chronic illnesses - ethical issues in establishing client therapist relationship within a health care context - developmental and cross cultural sensitivities - theories and methods of individual counselling and intervention</td>
<td>20.00</td>
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<tr>
<td>2. Behavioural and CBT methods effective in the treatment of: - anxiety, stress and depression.</td>
<td>50.00</td>
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<tr>
<td>3. Putting the individual's health in context - assessing the impact of family and systems - promoting self management</td>
<td>10.00</td>
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<td>4. Assessing intervention outcomes</td>
<td>10.00</td>
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<td>5. Writing and presenting intervention reports.</td>
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**TEXT and MATERIALS required to be PURCHASED or ACCESSED:**

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at http://bookshop.usq.edu.au click 'Semester', then enter your 'Course Code' (no spaces).


REFERENCE MATERIALS:

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.


STUDENT WORKLOAD REQUIREMENTS:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>30.00</td>
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<tr>
<td>Practical Experience</td>
<td>30.00</td>
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<tr>
<td>Private Study</td>
<td>60.00</td>
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<tr>
<td>Tutorial</td>
<td>48.00</td>
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ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
</tr>
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<tbody>
<tr>
<td>CBT PLAN</td>
<td>40.00</td>
<td>20.00</td>
<td>13 Aug 2004</td>
</tr>
<tr>
<td>CASE STUDY TEST</td>
<td>40.00</td>
<td>40.00</td>
<td>20 Aug 2004</td>
</tr>
<tr>
<td>DISCUSSION GROUP</td>
<td>20.00</td>
<td>40.00</td>
<td>08 Oct 2004</td>
</tr>
</tbody>
</table>

NOTES:

1. Refer to the Examiner for information about these due dates.
IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:
To ensure that students can satisfy the objectives of the practical component of the unit, attendance at all workshops for this course is compulsory. The intervention skills component of this course will be taught in three, two day workshops held on campus. During these workshops students will engage in practice of intervention techniques with respect to a range of health problems. Attendance at the workshops is compulsory.

2 Requirements for students to complete each assessment item satisfactorily:
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item.

3 Penalties for late submission of required work:
If students submit assignments after the due date without prior approval then a penalty of 20% of the total marks available for the assignment will apply for each working day late.

4 Requirements for student to be awarded a passing grade in the course:
To be assured of a pass in this course, student must obtain an overall mark of at least 50% in all assessment pieces.

5 Method used to combine assessment results to attain final grade:
Final grades for students will be determined by the addition of the marks obtained in each assessment item, weighted as in the Assessment Details.

6 Examination information:
The case study class test requires students to diagnose the psychological problems of a person described in a case study and to list therapy options and considerations. This will be an in-class one and a half hour closed book test. In a Closed Examination, candidates are allowed to bring only writing and drawing instruments into the examination."

7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations in this course.

8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL http://www.usq.edu.au/corporateservices/calendar/part5.htm or in the current USQ Handbook.

ASSESSMENT NOTES

9 Each student will arrange weekly, forty-five minute therapy sessions with a minimum of three volunteer clients to demonstrate core skills of problem elicitation; formulation and intervention planning. These sessions will form the basis of the CBT intervention plan (see below) and the Discussion Group (see below). It is anticipated that these therapy sessions will run between weeks five and twelve of the semester.
10 A formal intervention plan of 8 sessions of CBT will be designed by the student to assist one of the above clients in coping. The plan will present a full formulation of the presenting problem from a CBT perspective and outline a possible schedule of 8 sessions. This plan should be no more than 3,000 words.

11 From Week 5 to 12 students are required to conduct therapy sessions with their clients and to post a report on the electronic Discussion Group after each therapy session i.e. weekly. These comments should address the points listed in the marking criteria. Each student is strongly encouraged to offer thoughts and suggestions to other students. At the end of semester, the reports submitted by each student will be collated, along with his/her comments and support for other students. This overall contribution will be graded using the criteria set out below. Marking Criteria:
   * Description of how the client changed over the sessions (behaviour, feelings, cognitions) - 4 marks
   * Critical review (strengths & weaknesses) of behavioural techniques used - 6 marks
   * Critical review (strengths & weaknesses) of cognitive techniques used - 6 marks
   * Personal strengths as a therapist in this case - 10 marks
   * Support to other students who present issues to the group - 10 marks
   * Evaluation as a personal learning exercise - 4 marks
Total /40

12 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.

13 Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner.

14 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.