



# Course Outline (Higher Education)

<b>School:</b>	School of Science, Psychology and Sport
<b>Course Title:</b>	BEHAVIOUR CHANGE STRATEGIES B
<b>Course ID:</b>	PSYCM7107
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(PSYCM7006)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	090701

## Description of the Course:

This course focusses on the development of advanced knowledge and skills for treating and managing moderate to severe mental illness. Students work with several cognitive-behaviourally based therapies to gain experience applying different therapeutic constructs and techniques to a range of moderate to severe clinical disorders.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

## Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Learning Outcomes:

**Knowledge:**

- K1.** Demonstrate strong knowledge of the theoretical basis of different evidence-based therapeutic approaches, and the application of clinical theory to the aetiology, progression, and recovery of psychological disorders, including predisposing, perpetuating and protective factors.
- K2.** Critically evaluate the similarities and differences between the content of formulations and intervention strategies for different therapeutic approaches.
- K3.** Critique the evidence base for the efficacy of different therapies for moderate, severe and complex psychological disorders, using contemporary, peer-reviewed research publications.
- K4.** Identify, articulate and apply advanced intervention techniques for treating adult psychological disorders.
- K5.** Assess the ethical, professional, legal and pragmatic matters that arise in the use of different therapeutic approaches with different clinical populations.
- K6.** Evaluate and select therapeutic interventions in a culturally responsive manner.
- K7.** Identify the implications and risks of the misuse of interventions in clinical populations.

**Skills:**

- S1.** Demonstrate competency in developing individualised treatment plans based on case conceptualisations across multiple treatment modalities.
- S2.** Select and tailor techniques to develop clinical interventions that are appropriate for the individual client and the nature and severity of their clinical presentation.
- S3.** Create an integrated approach to the diagnosis, case formulation, and treatment planning of complex /severe client presentations.
- S4.** Evaluate the current evidence base for application of a psychological therapy and ethical decision making skills in treatment planning for moderate to severe mental illness.
- S5.** Differentiate relevant professional, ethical and relationship qualities necessary for working with individuals in the context of mental health treatment.
- S6.** Monitor and evaluate symptom change, and implement treatment modifications based on evolving case formulation and appraisal of clients' progress throughout therapy.

**Application of knowledge and skills:**

- A1.** Demonstrate an advanced understanding of the importance of using a theoretical framework and evidence-based techniques to select and deliver therapeutic interventions.
- A2.** Demonstrate advanced skills in evaluating clinical literature critically, and using this knowledge to inform a scientist-practitioner approach to clinical practice and complex presentations.
- A3.** Demonstrate competency in synthesising and communicating case material, including case formulations and treatment plans, in both oral and written formats.

**Course Content:**

Topics may include:

- Principles of cognitive-behavioural models of treatment
- Schema Therapy
- Dialectical Behaviour Therapy (DBT)
- Acceptance and Commitment Therapy
- Metacognitive Therapy

**Values:**

- V1.** Values are in accordance with the Australian Health Practitioner Regulation Agency (AHPRA), and the Psychology Board of Australia (PsyBA).

### Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1-K4, K7, S1, S4, S5	AT1, AT2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K2, K4 S1-4, S6 A1	AT1, AT2
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K5, K6 A2	AT1, AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K4, A3	AT1, AT2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K5, A2	AT1, AT2

### Learning Task and Assessment:

Students are required to receive a minimum pass grade of 50% for every assessment task. Should a student not achieve this standard on an assessment task, they will receive feedback and have the opportunity to resubmit the assessment task. They will be able to gain no higher than a Pass for the resubmission.

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1-K7; S1-S6; A1-A3	<p>Case presentation and brief report. The task is to conduct a formal case presentation of a client, incorporating the client's relevant history, assessment measures, the clinical formulation, the treatment plan, and, if appropriate, clinical outcomes. A brief report, summarising this material will accompany the presentation.</p> <p>Examples of appropriate structure for both the presentation and report will be provided.</p>	Oral presentation and report	40%-60%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K4, K6, S1-S4, A1-A3	Written Assignment. This task will assess the application of knowledge and skills to case material. A vignette will be provided and students will respond to questions about assessment and treatment matters using a selection of the therapeutic approaches covered in the course.	Written assignment	40%-60%

**Adopted Reference Style:**

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)