

## PSYC2200: Foundations of Psychological Interventions

Callaghan and Ourimbah  
Semester 2 - 2023



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

## OVERVIEW

### Course Description

'Intervention' to change human behaviour underpins much of the professional application of psychology. However, the specific approaches and techniques that psychologists use to support their clients have been evolving for over a century.

This course will provide a brief history of modern psychotherapy, from Freudian psychoanalysis to Cognitive Behaviour Therapy, and more recent advances including Acceptance and Commitment Therapy and Motivational Interviewing. The course also covers the important role of case reports for informing clinical practice, and how therapy can be tailored for different delivery modes (e.g., individual vs family) and subgroups (e.g., young people vs older adults).

Each week, students will learn the key background and theory behind a particular therapy style through short, pre-recorded 'mini lectures'. Then, practicing psychologists will bring these concepts to life in live lectures focusing on case studies and applied examples from their work. In the labs, the students will apply their new knowledge in hands-on activities, including opportunities to practice different counselling skills with their peers.

### Requisites

This course is only available to students enrolled in the Bachelor of Psychological Science [40099], Bachelor of Psychological Science (Advanced) [40211], Bachelor of Criminology/Bachelor of Psychological Science [40271], Bachelor of Psychology (Honours) [12362], Bachelor of Psychological Science/Bachelor of Social Science [40291], Bachelor of Psychological Science [11698], Bachelor of Psychological Science/ Bachelor of Business [40288], Bachelor of Psychological Science/Bachelor of Communication [40289], Bachelor of Psychological Science/Bachelor of Laws (Honours) [40290], or Bachelor of Psychological Science/Bachelor of Media and Communication [50007].

### Assumed Knowledge Contact Hours

PSYC1010, PSYC1020, PSYC1200

#### Laboratory

Face to Face on Campus  
2 hour(s) per Week for 9 Weeks

#### Lecture

Face to Face on Campus  
2 hour(s) per Week for 12 Weeks

### Unit Weighting Workload

10  
Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10-unit course.

# COURSE OUTLINE

[www.newcastle.edu.au](http://www.newcastle.edu.au)

CRICOS Provider 00109J

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# CONTACTS

<b>Course Coordinator</b>	<b>Callaghan and Ourimbah</b> Dr Myles Young <a href="mailto:Myles.Young@newcastle.edu.au">Myles.Young@newcastle.edu.au</a> (02) 4921 6096 Consultation: I am available for consultation during business hours by email, phone, or by appointment.
<b>Teaching Staff</b>	Other teaching staff will be advised on the course Canvas site.
<b>School Office</b>	<b>School of Psychological Sciences</b> W210 Behavioural Sciences Building Callaghan <a href="mailto:psyc-admin@newcastle.edu.au">psyc-admin@newcastle.edu.au</a> +61 2 4921 5505  <b>School of Psychological Sciences</b> Room HO 143 - Humanities Building Ourimbah <a href="mailto:asu-ourimbah@newcastle.edu.au">asu-ourimbah@newcastle.edu.au</a> +61 2 4349 4934

# SYLLABUS

<b>Course Content</b>	<ul style="list-style-type: none"><li>• Modern psychotherapy origins</li><li>• Different approaches for managing unhelpful thoughts</li><li>• Treating the client as the expert</li><li>• Tailoring psychotherapy for specific population subgroups</li></ul>
<b>Course Learning Outcomes</b>	<b>On successful completion of this course, students will be able to:</b> <ol style="list-style-type: none"><li>1. Articulate the role of a therapist.</li><li>2. Explain the effect of personal characteristics on a person's ability to be an effective therapist.</li><li>3. Identify some common counselling approaches.</li><li>4. Distinguish between a variety of methods for designing and delivering intervention strategies.</li><li>5. Identify the relevant information from an intake interview needed to produce a case report.</li><li>6. Formulate a preliminary diagnosis and intervention strategy from a case study.</li></ol>
<b>Course Materials</b>	<b>Recommended Reading:</b> <p>There is no required textbook for this course. However, we have selected a range chapters and journal articles that you can review to enhance your understanding of the course material, or for personal interest. Some of these readings will help with your written assessments (these will be specifically highlighted in the assessment description documents). Links to these readings are available in the 'course readings' section of Canvas. Content included in readings flagged as 'recommended' will not be assessed in the module quizzes (unless it overlaps with content covered in the lectures, labs, or pre-lecture videos).</p> <b>Required Reading:</b> <ul style="list-style-type: none"><li>- Aside from the first week, each lecture will focus on a specific type of therapy. To help you put this information into context, we will provide one case report reading per week that focuses on each type of therapy. Case reports are detailed reports of the symptoms, diagnosis, and treatment of one or more real clients. These reports will be flagged as 'required reading' in the course readings section of canvas. This means they include content that can be assessed in the module quizzes.</li></ul>

# SCHEDULE

Week starting	Lecture Topic ( <i>Guest Speaker</i> )		Lab Topic	Assessment ( <i>Due Date/Time</i> )
Module 1 – Origins of Therapy				
17/07	Intro to Psychotherapy <i>Myles Young</i>		<i>No lab</i>	
24/07	Psychoanalysis + Behaviour Therapy <i>Myles Young</i>		<i>No lab</i>	
31/07	Humanistic Therapies <i>Myles Young</i>		Foundational Skills	
Module 2 – Thinking About Thoughts				
7/08	Cognitive Behaviour Therapy (CBT) <i>Sonja Pohlman</i>		CBT Skills	<b>Module 1 Quiz (10%)</b> <i>11 Aug 11:59PM</i>
14/08	Dialectical Behaviour Therapy (DBT) <i>Brayden Finch</i>		DBT Skills	<b>Essay (20%)</b> <i>18 Aug 11:59PM</i>
<b>21/08</b>	Acceptance + Commitment Therapy (ACT) <i>Myles Young</i>		ACT Skills	
Module 3 – Other Approaches				
28/08	Motivational Interviewing (MI) <i>Sally Hunt</i>		MI Skills	<b>Module 2 Quiz (15%)</b> <i>1 Sep 11:59PM</i>
4/09	Narrative Therapy <i>Stacey McMullen + Charlie Faulkner</i>		Narrative Therapy Skills	
11/09	Mental Health Workshop <i>Batyr</i>	Case Reports <i>Alyce Young</i>	Case Report Skills	<b>Module 3 Quiz (15%)</b> <i>15 Sep 11:59PM</i>
Module 4 – Working with Specific Groups				
18/09	Children + Young People <i>Andrew Orenstein</i>		Working with Young People	
25/09				
2/10				
9/10	Families + Groups <i>Tanya Hanstock</i>		Working with Families	<b>Case Report (25%)</b> <i>13 Oct 11:59PM</i>
16/10	At-Risk Groups + Summary <i>Myles Young</i>		<i>No lab</i>	
23/10	<i>No lecture</i>		<i>No lab</i>	<b>Module 4 Quiz (15%)</b> <i>27 Oct 11:59PM</i>

# ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Written Assessment 1	Friday 18th August by 11:59pm.	Individual	20%	1, 2, 3
2	Written Assessment 2	Friday 13th October by 11:59pm.	Individual	25%	3, 4, 5, 6
3	Online Quizzes	Module 1 Quiz: Friday 11th August by 11:59pm (10%) Module 2 Quiz: Friday 1st September by 11:59pm (15%) Module 3 Quiz: Friday 15th September by 11:59pm (15%) Module 4 Quiz: Friday 27th October by 11:59pm (15%)	Individual	55%	1, 3, 4

**Late Submissions** The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

## Assessment 1 - Written Assessment 1

<b>Assessment Type</b>	Written Assignment
<b>Purpose</b>	Many students begin a Bachelor of Psychological Science with the goal of becoming a psychotherapist. Importantly, all therapists are unique. Their practices are shaped by varied experiences and personal characteristics. Despite this, there are some common characteristics linked to particularly effective therapists. In this self-reflective essay, you will consider how your own experiences and characteristics could influence your work if you choose to become a therapist.
<b>Description</b>	A detailed task description will be available on Canvas.
<b>Weighting</b>	20%
<b>Length</b>	1000 words. Word limits include headings, sub-heading, in-text citations, quotes and referencing but does not include the list of references, appendices, and footnotes. The word limit will allow a tolerance of 10% and any work after the maximum word limit will not be included within the allocation of marks. In other words, the marker will STOP reading at 1100 words.
<b>Due Date</b>	Friday 18th August by 11:59pm.
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	A marking rubric will be available on Canvas.
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online

## Assessment 2 - Written Assessment 2

<b>Assessment Type</b>	Written Assignment
<b>Purpose</b>	When clients present for therapy, psychologists will often conduct an intake interview. During this interview, the psychologist will listen intently to better understand: i) the client's main concern, ii) key factors that may be related to this concern, iii) whether a psychiatric diagnosis is warranted, and iv) what an ideal treatment plan may be. Following the interview, the psychologist will summarise this information in a case report.
	In this assessment, you will be provided with a transcript from an intake interview. Your task is to write a case report from the details included in this transcript. To support you, information and practice activities relating to case report writing will be covered in the lecture and tutorial in Week 9.
<b>Description</b>	A detailed task description will be available on Canvas.
<b>Weighting</b>	25%

<b>Length</b>	1800 words. Word limits include headings, sub-heading, in-text citations, quotes and referencing but does not include the list of references, appendices, and footnotes. The word limit will allow a tolerance of 10% and any work after the maximum word limit will not be included within the allocation of marks. In other words, the marker will STOP reading at 1980 words.
<b>Due Date</b>	Friday 13th October by 11:59pm.
<b>Submission Method</b>	Online
<b>Assessment Criteria</b>	A marking rubric will be available on Canvas.
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online

## Assessment 3 - Online Quizzes

<b>Assessment Type</b>	Quiz
<b>Purpose</b>	To assess your understanding of the course material, there will be four online quizzes to complete during semester.
<b>Description</b>	If you refer to the course schedule, you will see that the lectures and topics are arranged into four discrete modules. Each quiz will assess the content from one module. Quiz questions are drawn from content presented in the lectures, labs, pre-lecture videos, and readings flagged as 'required' reading in canvas.
<b>Weighting</b>	55%
<b>Due Date</b>	Module 1 Quiz: Friday 11th August by 11:59pm (10%) Module 2 Quiz: Friday 1st September by 11:59pm (15%) Module 3 Quiz: Friday 15th September by 11:59pm (15%) Module 4 Quiz: Friday 27th October by 11:59pm (15%)
<b>Submission Method</b>	Online
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online. Your score will be available on completion of the quiz. Additional feedback will be available once all students have completed the quiz.

## ADDITIONAL INFORMATION

### Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

<b>Course Evaluation</b>	<p>Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.</p> <p>As a result of student feedback, the following changes have been made to this offering of the course:</p> <ul style="list-style-type: none"><li>- Creation of practice quizzes to support learning.</li><li>- Inclusion of a summary lecture.</li><li>- Inclusion of case report readings to enhance understanding of this key concept.</li></ul>
<b>Oral Interviews (Vivas)</b>	<p>As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the <a href="#">Oral Examination (viva) Procedure</a>. In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the <a href="#">Student Conduct Rule</a>.</p>
<b>Academic Misconduct</b>	<p>All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <a href="https://policies.newcastle.edu.au/document/view-current.php?id=35">https://policies.newcastle.edu.au/document/view-current.php?id=35</a>.</p>
<b>Adverse Circumstances</b>	<p>The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:</p> <ol style="list-style-type: none"><li>1. the assessment item is a major assessment item; or</li><li>2. the assessment item is a minor assessment item, and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system.</li><li>3. you are requesting a change of placement; or</li><li>4. the course has a compulsory attendance requirement.</li></ol> <p>Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: <a href="https://policies.newcastle.edu.au/document/view-current.php?id=236">https://policies.newcastle.edu.au/document/view-current.php?id=236</a></p>
<b>Reasonable Adjustment Plan (RAP)</b>	<p>If you are registered with Accessibility and have been provided with a Reasonable Adjustment Plan (RAP), please ensure that you provide your Course Coordinator with a copy as soon you can or let your Course Coordinator know that you are still waiting for your RAP.</p>
<b>Important Policy Information</b>	<p>The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <a href="https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures">https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures</a> that support a safe and respectful environment at the University.</p>

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified, and an amended course outline will be provided in the same manner as the original.*

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