

COU200

# Cognitive Behaviour Therapy: Skills and Applications

School: School of Law and Society

2023 | Semester 1

UniSC Sunshine Coast  
UniSC Moreton Bay

BLENDED  
LEARNING

Most of your course is on campus but you may be able to do some components of this course online.

Please go to [usc.edu.au](http://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.

## 1. What is this course about?

### 1.1. Description

This course provides theoretical and skills-based competency with Cognitive Behavioural Therapies (CBT). You will study the history, theory, characteristics, and contemporary developments in this field. While introducing the research basis for CBT, this course focuses on the practical application of CBT skills in counselling, including assessment, case formulation, therapeutic techniques, and enhancing the therapeutic alliance. The recent inclusion of mindfulness-based strategies, values focus, and Positive Psychology will be introduced, within a pluralistic therapy practice.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – One hour-long engagement including formative quizzes, podcasts/webinars, screen casts, interviews, simulations, videos and recorded discussions.	1hr	Week 1	13 times
<b>Tutorial/Workshop 1</b> – On campus tutorial- 2 hours to encourage the application of skills and knowledge introduced in the online learning materials for the week, via class activities.	2hrs	Week 1	13 times

### 1.3. Course Topics

The Therapeutic Relationship in CBT  
Assessment and Case Formulation  
Measurement in CBT  
Cognitive Techniques  
Working with Behavioural Experiments  
Responding to Depression and Anxiety

### 1.4. Mature Content

Adult themes

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES		GRADUATE QUALITIES
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	Explain and describe the theoretical background and evidence base to CBT.	Knowledgeable
2	Understand the background to mental health disorders and issues that may be ethically treated with CBT.	Knowledgeable Creative and critical thinker Ethical
3	Compare and contrast techniques and research related to the clinical application of CBT, and critically appraise the indications and contraindications for use of CBT in practice.	Knowledgeable Creative and critical thinker Empowered
4	Implement client psychoeducation regarding the nature of CBT and ways to minimise symptoms.	Engaged
5	Examine the evidence base of CBT in treating different presenting issues, as well as its strengths and limitations in practice.	Knowledgeable Creative and critical thinker Empowered
6	Demonstrate effective communication through written reports and oral presentations, complying with accepted APA 7th ed. guidelines.	Knowledgeable Creative and critical thinker

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

COU180 or SCS180

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Students will complete sample case conceptualisation forms and treatment plans in Week 4 to determine understanding of constructs.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Activity Participation	Individual	0%	1 hour	Week 4	Online Submission
All	2	Literature Review (or component)	Individual	30%	1800 words	Week 6	Online Assignment Submission with plagiarism check
All	3a	Practical / Laboratory Skills	Individual	35%	20 minutes	Week 12	In Class
All	3b	Essay	Individual	35%	1500 words	Refer to Format	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Pre-Assessment Modules

GOAL:	All students are required to complete the Pre-Assessment module by Week 4. Completing your modules before your first assessment will help you better understand CBT terms and constructs, and set you up for success in your studies so you can apply the learnings throughout the semester.		
PRODUCT:	Activity Participation		
FORMAT:	Online learning module and quiz		
CRITERIA:	No.		Learning Outcome assessed
	1	This module is not graded and you must engage with all the content and complete the embedded quizzes to progress through and successfully complete the module.	1 2
GENERIC SKILLS:			

#### All - Assessment Task 2: Literature Review

GOAL:	Through development of literature research skills, you will become familiar with the evidence base for current use of Cognitive Behaviour Therapy					
PRODUCT:	Literature Review (or component)					
FORMAT:	You will submit a typed response of approximately 1,800 words, in APA format, using academic writing skills. The assignment will be a summary of the literature on research and outcomes for certain client populations for whom CBT is, or is not, indicated as an effective therapeutic tool. (Further details will be provided on Canvas)					
CRITERIA:	No.					Learning Outcome assessed
	1	Comprehension of essential theory/skills				<div>1236</div>
GENERIC SKILLS:						

**All - Assessment Task 3a:** In class Role Play

<b>GOAL:</b>	To demonstrate emerging therapeutic skills and CBT techniques relevant to working with adolescents and/or adults in the community		
<b>PRODUCT:</b>	Practical / Laboratory Skills		
<b>FORMAT:</b>	Role Plays will be completed in dyads within the tutorials between weeks 9 - 12		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Effectively role play PCT and CBT skills in vivo	4 6
<b>GENERIC SKILLS:</b>			

**All - Assessment Task 3b:** Mini-critical reflective essay

<b>GOAL:</b>	Using accepted reflective models, students critically reflect their role play, examining own strengths and areas for needed improvement.		
<b>PRODUCT:</b>	Essay		
<b>FORMAT:</b>	See online class space		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Reflect on own strengths and weaknesses	5 6
<b>GENERIC SKILLS:</b>			

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Week 1 - Basic Theory & Development	Read text: Ch 1, 2 Tutorial: Introduction to CBT Semester Assessment overview
Week 2 - The Therapeutic Relationship in CBT	Read text: Ch 3 Tutorial: Using the therapeutic relationship with difficult and diverse clients
Week 3 - Assessment and Case Formulation	Read text: Ch 4 Tutorial: Assessment of clients practice and development of case formulation
Week 4 - Measurement in CBT	Read text: Ch 5 SEMINAR: ASSESSMENT 1 OVERVIEW & Q+A
Week 5 - The Socratic Method	Read text: Ch 7 Tutorial: Types of Socratic questions and skills practice
Week 6 - Cognitive Techniques	Read text: Ch 8 Tutorial: Identifying thought patterns and Automatic Negative Thoughts
Week 7 - Working with Behavioural Experiments	Read text: Ch 9 Online Tutorial: Planning and implementing experiments, record sheets, etc.
Week 8- Using Physical Techniques	Read text: Ch 10 SEMINAR: ASSESSMENT 2 OVERVIEW & Q+A
Week 9- Stages in the Course of Therapy	Read text: Ch 11 Tutorial: Structuring a session, activities for each stage, use of homework, termination of therapy
Week 10 - Helping Clients become their own Therapist	Read text: Ch 6 Tutorial: Self-help and Relapse management
Week 11 - Responding to Depression and Anxiety	Read text: Ch 12 & 13 Tutorial: Identifying depression and anxiety, treatment approaches
Week 12 - Wider Applications of CBT	Read text: Ch 15 Tutorial: Trauma, relationship difficulties, eating disorders
Week 13 - Developments in CBT	Read text Ch 17 SEMINAR: OVERVIEW AND ONLINE TEST Q+A

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Helen Kennerley,Joan Kirk,David Westbrook	2016	An Introduction to Cognitive Behaviour Therapy	3	Sage Publications Limited

### 8.2. Specific requirements

Not applicable

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

### 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)