

COU200 Cognitive Behaviour Therapy: Skills and Applications

School: School of Law and Society

2025 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 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 |
|---|-------|-----------------|-----------|
| BLENDED LEARNING | | | |
| Learning materials – One hour-long engagement including formative quizzes, podcasts/webinars, screen casts, interviews, simulations, videos and recorded discussions. | 1hr | Week 1 | 10 times |
| Tutorial/Workshop 1 – 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 | 10 times |
| Seminar – Online Learning Activity, facilitated by tutor | 1hr | Refer to Format | 3 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 (adult themes)

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 for the promotion of health and wellbeing for populations served by counsellors | 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 | 10% | Course duration | Throughout teaching period (refer to Format) | In Class |
| All | 2 | Quiz/zes | Individual | 10% | 1 hour | Week 4 | Online Submission |
| All | 3 | Literature Review (or component) | Individual | 40% | 1800 words | Week 6 | Online Assignment Submission with plagiarism check |
| All | 4 | Journal | Individual | 40% | 1500 words | Week 13 | Online Assignment Submission with plagiarism check |

All - Assessment Task 1: Participation

| | | | |
|------------------------|---|--|----------------------------------|
| GOAL: | For students to demonstrate their emerging professional disposition for ethical practice. | | |
| PRODUCT: | Activity Participation | | |
| FORMAT: | Student participation and engagement will be assessed across course tutorials. | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Demonstrate professional dispositions through tutorial participation | 3 4 |
| GENERIC SKILLS: | | | |

All - Assessment Task 2: 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: | Quiz/zes | | |
| FORMAT: | Online learning module and quiz | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Comprehension of essential CBT concepts and theory | 1 |
| | 2 | Comprehension and critical reflection of CBT skills as applied to populations and mental health disorders | 2 |
| GENERIC SKILLS: | | | |

All - Assessment Task 3: 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: | <table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Comprehension of essential theory/skills</td><td>1</td></tr><tr><td>2</td><td>Demonstration of critical research skills, sourcing peer-reviewed current journal articles to evidence the efficacy of a chosen CBT model with a chosen population</td><td>2</td></tr><tr><td>3</td><td>Critique the strengths and limitations of CBT and its application to a chosen population</td><td>5</td></tr><tr><td>4</td><td>Demonstrate developing academic integrity skills including APA 7th ed. formatting and referencing.</td><td>6</td></tr></tbody></table> | No. | | Learning Outcome assessed | 1 | Comprehension of essential theory/skills | 1 | 2 | Demonstration of critical research skills, sourcing peer-reviewed current journal articles to evidence the efficacy of a chosen CBT model with a chosen population | 2 | 3 | Critique the strengths and limitations of CBT and its application to a chosen population | 5 | 4 | Demonstrate developing academic integrity skills including APA 7th ed. formatting and referencing. | 6 |
| No. | | Learning Outcome assessed | | | | | | | | | | | | | | |
| 1 | Comprehension of essential theory/skills | 1 | | | | | | | | | | | | | | |
| 2 | Demonstration of critical research skills, sourcing peer-reviewed current journal articles to evidence the efficacy of a chosen CBT model with a chosen population | 2 | | | | | | | | | | | | | | |
| 3 | Critique the strengths and limitations of CBT and its application to a chosen population | 5 | | | | | | | | | | | | | | |
| 4 | Demonstrate developing academic integrity skills including APA 7th ed. formatting and referencing. | 6 | | | | | | | | | | | | | | |
| GENERIC SKILLS: | | | | | | | | | | | | | | | | |

All - Assessment Task 4: Critical Reflective Journal Entries

| GOAL: | Using accepted reflective models, students critically reflect on their role play practice that occurred during weeks 9-12, examining own strengths and areas for needed improvement. Students critically reflect on their role play practice using supplied templates modelling a known experiential learning model. | | | | | | | | | |
|------------------------|---|---------------------------|--|---------------------------|---|---|---|---|--|---|
| PRODUCT: | Journal | | | | | | | | | |
| FORMAT: | See online class space | | | | | | | | | |
| CRITERIA: | <table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Reflect on own strengths and weaknesses using a known experiential learning model</td><td>5</td></tr><tr><td>2</td><td>Demonstrate accepted academic integrity skills including APA 7th ed.</td><td>6</td></tr></tbody></table> | No. | | Learning Outcome assessed | 1 | Reflect on own strengths and weaknesses using a known experiential learning model | 5 | 2 | Demonstrate accepted academic integrity skills including APA 7th ed. | 6 |
| No. | | Learning Outcome assessed | | | | | | | | |
| 1 | Reflect on own strengths and weaknesses using a known experiential learning model | 5 | | | | | | | | |
| 2 | Demonstrate accepted academic integrity skills including APA 7th ed. | 6 | | | | | | | | |
| GENERIC SKILLS: | | | | | | | | | | |

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.

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:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

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.

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.

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.

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 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 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