



## COURSE OUTLINE

COU200

# Cognitive Behaviour Therapy: Skills and Applications

**Course Coordinator:** Justine Campbell (jcampbe5@usc.edu.au) **School:** School of Law and Society

2021 | Semester 1

USC Sunshine Coast

ON CAMPUS

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

*Please go to the USC website 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
ON CAMPUS			
<b>Lecture</b> – Live online lecture for timetable	1hr	Week 1	13 times
<b>Tutorial/Workshop</b> – On campus seminar - 2 hours	2hrs	Week 2	10 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

## 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 Have developed increased knowledge in relation to the theoretical background and evidence base to CBT.	Knowledgeable
2 Have a greater understanding of the background to mental health disorders and issues that may be ethically treated with cognitive-behavioural therapy (CBT).	Knowledgeable Ethical
3 Be able to critically appraise techniques and research related to the clinical application of CBT, and critically appraise the indications and contraindications for use of CBT in practice.	Creative and critical thinker Empowered
4 Be able to collaborate with clients to provide psychoeducation regarding the nature of CBT and ways to minimise symptoms.	Engaged
5 Assess the evidence base to CBT in relation to different presenting issues, as well as its strengths and limitations in practice.	Knowledgeable Empowered

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

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

#### 5.1. Pre-requisites

COU180 OR SCS180 and enrolled in Program AR301, AR302, AR303, AR375, AR372, AR374, AR362, AR405.

#### 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 class throughout the semester, beginning in Week 4.

### 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	Literature Review (or component)	Individual	30%	1800 words	Week 6	Online Assignment Submission with plagiarism check
All	2	Case Study	Individual	45%	2500 words	Week 12	Online Assignment Submission with plagiarism check
All	3	Quiz/zes	Individual	25%	25 Questions	Week 13	Online Test (Quiz)

#### All - Assessment Task 1: Literature Review

<b>GOAL:</b>	Through development of literature research skills, you will become familiar with the evidence base for current use of Cognitive Behaviour Therapy																	
<b>PRODUCT:</b>	Literature Review (or component)																	
<b>FORMAT:</b>	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 BlackBoard)																	
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Relevance and clarity of content: theoretical framework, outline of main arguments and evidence, etc</td> </tr> <tr> <td>2</td> <td>Depth of understanding of a variety of CBT applications</td> </tr> <tr> <td>3</td> <td>Ability to academically assess relevance of research, including methodology applied and main writers in the field</td> </tr> <tr> <td>4</td> <td>Ability to generate concise summaries into a coherent review</td> </tr> <tr> <td>5</td> <td>Analysis of research and identification of relevant recommendations for current practice</td> </tr> <tr> <td>6</td> <td>Accurate and consistent APA referencing, avoiding any plagiarism (minimum 20 references)</td> </tr> <tr> <td>7</td> <td>Assessment criteria are mapped to the course learning outcomes. <span style="float: right;">1 2 3 4 5</span></td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Relevance and clarity of content: theoretical framework, outline of main arguments and evidence, etc	2	Depth of understanding of a variety of CBT applications	3	Ability to academically assess relevance of research, including methodology applied and main writers in the field	4	Ability to generate concise summaries into a coherent review	5	Analysis of research and identification of relevant recommendations for current practice	6	Accurate and consistent APA referencing, avoiding any plagiarism (minimum 20 references)	7	Assessment criteria are mapped to the course learning outcomes. <span style="float: right;">1 2 3 4 5</span>	
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#### All - Assessment Task 2: Case Study Report

<b>GOAL:</b>	Respond to a case study (provided on Blackboard) to demonstrate ability to identify key therapeutic factors, and the application of CBT skills, the role of therapist, goal setting, and the development of the therapeutic relationship, through application to an appropriate case conceptualisation and treatment plan. You will also identify the various strategies and therapeutic resources that would be relevant to the case.
<b>PRODUCT:</b>	Case Study
<b>FORMAT:</b>	Typed response to a case study approximately 2500 words.

CRITERIA:	No.	Learning Outcome assessed
	1	Relevance and accuracy of content
	2	Clarity of written expression, punctuation and spelling
	3	Understanding of principles of CBT
	4	Understanding of principles of client assessment, case conceptualisation, treatment planning and selection of appropriate CBT skills and interventions.
	5	Knowledge of key therapeutic considerations in the case study of a client presenting for treatment with CBT.
	6	Accurate, consistent and appropriate references and APA referencing (recommended minimum 10 references)

### All - Assessment Task 3: Online Quiz

<b>GOAL:</b>	To demonstrate knowledge of CBT history, principles, ethics, methods and outcomes	
<b>PRODUCT:</b>	Quiz/zes	
<b>FORMAT:</b>	An online test of 25 questions	
<b>CRITERIA:</b>	No.	Learning Outcome assessed
	1	Online questions including: multiple choice, multiple answer, ordering, short answer, matching and true or false statements.

## 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. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Week 1 - Basic Theory, Development and Characteristics of CBT	Read text: Ch 1 & 2 No on-campus tutorial - complete independent learning activities (see Week 1 Learning Materials)
Week 2 - The Therapeutic Relationship in CBT	Read text: Ch 3 Tutorial: What clients want
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 Tutorial: Use of scales, tests, surveys, etc
Week 5 - Helping Clients become their own Therapist	Read text: Ch 6 Tutorial: Self-help and Relapse management
Week 6 - The Socratic Method	Read text: Ch 7 Tutorial: Types of Socratic questions and skills practice
Week 7 - Cognitive Techniques	Read text: Ch 8 Tutorial: Identifying thought patterns and Automatic Negative Thoughts
Week 8 - Working with Behavioural Experiments	Read text: Ch 9 Online Tutorial: Planning and implementing experiments, record sheets, etc.
Week 9 - Using Physical Techniques	Read text: Ch 10 Tutorial: Progressive muscle relaxation, breathing exercises, skills practice
Week 10 - 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 11 - Responding to Depression and Anxiety	Read text: Ch 11 & 12 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 Chpt 17 Online Lecture No on-campus tutorial

## 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 Blackboard 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	PUBLISHER
Required	Helen Kennerley,Joan Kirk,David Westbrook	2016	An Introduction to Cognitive Behaviour Therapy	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 Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### 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. 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).

### 10.5. 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.

### 10.6. 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.

## 10.7. 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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.8. General Enquiries

### In person:

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