

Course Outline

Code: COU200

Title: Cognitive Behaviour Therapy: Skills and Applications

School: Social Sciences
Teaching Session: Semester 1
Year: 2019
Course Coordinator: Suzanne Evans – sevans1@usc.edu.au
Course Moderator: Dr Justine Campbell – jcampbell@usc.edu.au

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 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Nil	Nil

2. What level is this course?

200 level Developing – Applying broad and/or deep knowledge and skills to new contexts. May require pre-requisites and introductory level knowledge/skills. Normally undertaken in the 2nd or 3rd year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes	Assessment tasks	Graduate Qualities or Professional Standards mapping
On successful completion of this course, you should be able to:	You will be assessed on the learning outcomes in task/s:	Completing these tasks successfully will contribute to:
Have developed increased knowledge in relation to the theoretical background and evidence base to CBT.	1, 2 & 3	Knowledgeable.

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
Have a greater understanding of the background to mental health disorders and issues that may be ethically treated with cognitive-behavioural therapy (CBT).	1, 2 & 3	Knowledgeable. Ethical.
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.	1 & 2	Creative and critical thinkers. Empowered.
Be able to collaborate with clients to provide psychoeducation regarding the nature of CBT and ways to minimise symptoms.	1 & 2	Engaged
Assess the evidence base to CBT in relation to different presenting issues, as well as its strengths and limitations in practice.	1 & 2	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 Enrolment restrictions

Students must be enrolled AR301, AR302, AR303, AR375, AR372, AR374 or AR362, or UU301 or XU301.

5.2 Pre-requisites

COU180

5.3 Co-requisites

Nil

5.4 Anti-requisites

Nil

5.5 Specific assumed prior knowledge and skills (where applicable)

Nil

6. How am I going to be assessed?

6.1 Grading scale

Standard – 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

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Literature Review (or component)	Individual	30%	1800 words	Week 6	Online Assignment Submission with Plagiarism check
2	Case Study	Individual	45%	2500 words	Week 12	Online Assignment Submission with Plagiarism check
3	Quiz/zes	Individual	25%	25 Questions	Week 13	Quiz (Online Test)

Assessment 1: 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 BlackBoard)
Criteria:	<ul style="list-style-type: none"> ▪ Relevance and clarity of content: theoretical framework, outline of main arguments and evidence, etc ▪ Depth of understanding of a variety of CBT applications ▪ Ability to academically assess relevance of research, including methodology applied and main writers in the field ▪ Ability to generate concise summaries into a coherent review ▪ Analysis of research and identification of relevant recommendations for current practice ▪ Accurate and consistent APA referencing, avoiding any plagiarism (minimum 20 references) ▪ See rubric provided on Blackboard

Assessment Task 2: Case Study Report

Goal:	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.
Product:	Case Study
Format:	Typed response to a case study approximately 2500 words.
Criteria:	<ul style="list-style-type: none"> • Relevance and accuracy of content • Clarity of written expression, punctuation and spelling • Understanding of principles of CBT • Understanding of principles of client assessment, case conceptualisation, treatment planning and selection of appropriate CBT skills and interventions. • Knowledge of key therapeutic considerations in the case study of a client presenting for treatment with CBT.

	<ul style="list-style-type: none"> • Accurate, consistent and appropriate references and APA referencing (recommended minimum 10 references) • (Further details will be provided on BlackBoard)
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Assessment Task 3: Online Quiz

Goal:	To demonstrate knowledge of CBT history, principles, ethics, methods and outcomes
Product:	Examination
Format:	An online test of 25 questions
Criteria:	Online questions including: multiple choice, multiple answer, ordering, short answer, matching and true or false statements.

7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. 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.

Location:	Directed study hours for location:
Sippy Downs	Lecture: 1 hour per week & Tutorial: 2 hours per week

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

Please note that 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

Lists of required and recommended readings may be found for this course on its Blackboard site. These materials/readings will assist you in preparing for tutorials and assignments, and will provide further information regarding particular aspects of your course.

8.2 Specific requirements

Nil

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student 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. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module 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:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will 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 and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 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>

10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **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

For new course approvals only

Appendix 1 Course content

Week # / Module #	What key concepts/content will I learn?
Module 1	<ul style="list-style-type: none"> • Basic theory, development and current status of CBT
Module 2	<ul style="list-style-type: none"> • Distinctive characteristics of CBT
Module 3	<ul style="list-style-type: none"> • The therapeutic relationship
Module 4	<ul style="list-style-type: none"> • Assessment and case formulation in CBT
Module 5	<ul style="list-style-type: none"> • Helping clients become their own therapists
Module 6	<ul style="list-style-type: none"> • The Socratic Method
Module 7	<ul style="list-style-type: none"> • Cognitive techniques
Module 8	<ul style="list-style-type: none"> • Working with behavioural experiments
Module 9	<ul style="list-style-type: none"> • Using physical techniques
Module 10	<ul style="list-style-type: none"> • Stages in the course of therapy
Module 11	<ul style="list-style-type: none"> • Responding to depression and anxiety
Module 12	<ul style="list-style-type: none"> • Wider application of CBT
Module 13	<ul style="list-style-type: none"> • Developments in CBT