

The Basics of Cognitive Behavioural Therapy

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Course Syllabus

Please verify that the course satisfies the requirements that you require to receive your psychotherapy permit. Students can expect to devote 2 hours of personal time (e.g. course readings, exam prep, research) for every 1 hour of lecture time.

Course Description

The Basics of Cognitive Behavioural Therapy course (30 hours or 2 credits) is designed for students wishing to learn the fundamentals of Cognitive Behaviour Therapy (CBT). Students will learn the theory, principles, and practices of CBT while learning evidence-based techniques to effectively assist their clients.

Learning Objectives

By the end of this course, students will achieve the following outcomes:

1- Describe the theory and origins of CBT;

2- Conceptualize and evaluate clients' presenting issues using a CBT framework; 3- Structuring therapy sessions and assessing clients' therapeutic outcomes using a CBT framework;

4- Apply tools and techniques to modify clients' automatic thoughts, activate positive behaviours, and challenge their rules, assumptions, and core beliefs.

Course Overview

Each lecture will cover different aspects of CBT, including initial evaluations, conceptualizations, and structuring therapy sessions with clients. Evidence-based techniques will be introduced to students to treat a variety of mental health disorders, including anxiety and depression.

Required Texts

Beck, J. S. (2021). *Cognitive behavior therapy: Basics and beyond*. New York, NY: The Guilford Press.

Kennerley, Helen, et al. *An Introduction to Cognitive Behaviour Therapy: Skills & Applications*. SAGE Publications, 2017.

Leahy, R. L. (2017) *Cognitive Therapy Techniques (2nd Ed.) A Practitioner's Guide*: New York, NY: Guilford Press.

Suggested Texts

Chapman, A. L., Association, A. P., & Farmer, R. F. (2016). *Behavioral Interventions in Cognitive Behavior Therapy: Practical Guidance for Putting Theory Into Action, Second Edition*. Washington, DC: American Psychological Association.

Knaus, W. J. (2016). *The cognitive behavioral workbook for anxiety: a step-by-step program*. Sydney: Read How You Want.

Riggenbach, J. (2013). *The Cbt Toolbox: A Workbook for Clients and Clinicians*. Eau Clair, WI: Premier Publishing and Media.

White, J. R., & Freeman, A. (2006). *Cognitive-behavioral group therapy for specific problems and populations*. Washington, DC: American Psychological Association.

Course Evaluation

The course is pass/fail, with a passing grade being 70%.

-Midterm Exam (30%): The midterm exam will consist of 15 multiple choice questions that assess your knowledge of CBT based on lectures 1-10.

-Assignment (20%): The assignment includes 3 exercises where your understanding of the cognitive model, as well as CBT applications of interventions, will be assessed. Assignment instructions and rubric will be posted on the DBN Elite website.

-Final Exam (50%): The final exam will consist of 35 multiple choice questions that assess your knowledge of CBT. The questions will reflect the course in its entirety, but a greater emphasis will be placed on the second half of the course (lectures 11-18).

Class Schedule

<i>Lecture Number</i>	<i>Topics Covered</i>	<i>Reading(s)</i>
1	Introduction to CBT -Definition -Theory -Research	Beck, J. S. Chapter 1; Kennerley, Helen, et al. Chapter 2
2	Overview of treatment using a CBT framework -Developing the therapeutic relationship -Treatment Planning -Dysfunctional Cognitions	Beck, J. S. Chapter 2; Kennerley, Helen, et al. Chapter 1 & 3
3	Cognitive conceptualization -The cognitive model -Beliefs -Behaviours & automatic thoughts	Beck, J. S. Chapter 3. Kennerley, Helen, et al. Chapter 4
4	The assessment session(s) -Goals of assessment sessions -Assessment phases -Treatment goals & expectations -Cognitive conceptualization	Beck, J. S. Chapter 4. Kennerley, Helen, et al. Chapter 5
5	Structuring the first therapy session(s) -Goals & structure of initial session -Agenda setting & mood checks -Educating clients on model -Discussing problem & behavioral activation	Beck, J. S. Chapter 5. Kennerley, Helen, et al. Chapter 4

6	Behavioural activation -Efficacy -Types -Planification & implementation -Common issues	Beck, J. S. Chapter 6. Kennerley, Helen, et al. Chapter 9
7	Session two and beyond: structure and format -Overall patterns of sessions -Early stages -Time-limited CBT -Summary & feedback	Beck, J. S. Chapter 7. Kennerley, Helen, et al. Chapter 11
8	Problems structuring the therapy session	Beck, J. S. Chapter 8.
9	Identifying automatic thoughts -Characteristics -Explanation to clients -Identification	Beck, J. S. Chapter 9. Kennerley, Helen, et al. Chapter 8 Leahy, R. L. Chapter 2
10	Identifying emotions -Distinguishing thoughts from emotions -Using emotional intensity to guide therapy	Beck, J. S. Chapter 10
11	Evaluating automatic thoughts *Midterm exam (midterm will cover lectures 1-10)	Beck, J. S. Chapter 11 Kennerley, Helen, et al. Chapter 7
12	Responding to automatic thoughts -Evaluation of therapy notes -Evaluating & responding to novel automatic thoughts between sessions	Beck, J. S. Chapter 12. Kennerley, Helen, et al. Chapter 8 Leahy, R. L. Chapter 3
13	Identifying and modifying intermediate beliefs	Beck, J. S. Chapter 13. Leahy, R. L. Chapter 4
14	Identifying and modifying core beliefs	Beck, J. S. Chapter 14. Leahy, R. L. Chapter 10
15	Additional cognitive and behavioural techniques	Beck, J. S. Chapter 15. Leahy, R. L. Chapter 9

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16	Imagery	Beck, J. S. Chapter 16.
17	Assigning homework	Beck, J. S. Chapter 17.
18	Termination and relapse prevention	Beck, J. S. Chapter 18.
19	Problems in therapy *Assignment due *Final exam (final exam will cover lectures 1-18, with a greater emphasis on lectures 11-18)	Beck, J. S. Chapter 20.

Hour Breakdown

In-Class

Task	Number of Hours
Lecture Time	7 hours
Lecture Readings	20 hours
Exams (Midterm & Final)	3 hours
TOTAL IN-CLASS TIME	30 HOURS

Outside of Class

Task	Number of Hours
Assignments	20 hours
Textbook Readings	30 hours
Final Exam Prep	10 hours
TOTAL OUT OF CLASS TIME	60 HOURS
TOTAL COURSE	120 HOURS