



## AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

Course Title		Cognitive Behavioral Therapy Theoretical Education							
Course Code		PDR517		Couse Level		Second Cycle (Master's Degree)			
ECTS Credit	5	Workload	125 ( <i>Hours</i> )	Theory	3	Practice	0	Laboratory	0
Objectives of the Course		Understanding the basics and beyond of cognitive behavioral therapy, learning case conceptualization in CBT, understanding the session structure in CBT, learning cognitive and behavioral techniques in CBT, developing skills for applying cognitive behavioral therapy strategies							
Course Content		Students will develop knowledge of various cognitive-behavioral models of common psychological problems/disorders. Students will learn to develop a comprehensive cognitive-behavioral case conceptualization, which will inform treatment monitoring and planning. Additionally, students will review evidence and efficacy data available for implementation of various cognitive-behavioral psychotherapies for specific disorders. Throughout, this course will emphasize the integration of clinical expertise, knowledge of patient preferences, and evidence-based strategies to facilitate development of evidence-based practice approach to psychotherapy.							
Work Placement		N/A							
Planned Learning Activities and Teaching Methods				Explanation (Presentation), Demonstration, Discussion, Case Study, Project Based Study, Individual Study, Problem Solving					
Name of Lecturer(s)									

### Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	60

### Recommended or Required Reading

1	Beck, J. (2011). Cognitive behavior therapy: Basics and beyond (2nd ed.). New York, New York: Guildford Press.
2	Barlow, D., et al. (2011). Unified protocol for transdiagnostic treatment of emotional disorders: Therapist guide. New York: New York: Oxford University Press.
3	Barlow, D. H. Ed. (2008, Fourth edition). Clinical handbook of psychological disorders: A step-by-step treatment manual. New York: Guilford. ISBN-10: 1609185048

Week	Weekly Detailed Course Contents	
1	Theoretical	Introduction to CBT
2	Theoretical	Overview of Treatment
3	Theoretical	Cognitive Conceptualization
4	Theoretical	The Evaluation Session
5	Theoretical	Structure of the First Therapy Session
6	Theoretical	Behavioral Activation
7	Theoretical	Session 2 and beyond: Structure and format
8	Intermediate Exam	Midterm Exam
9	Theoretical	Problems with structuring the therapy session
10	Theoretical	Identifying automatic thoughts
11	Theoretical	Identifying emotions
12	Theoretical	Evaluating automatic thoughts
13	Theoretical	Responding the automatic thoughts
14	Theoretical	Identifying and modifying intermediate and core beliefs
15	Theoretical	Additional CBT Techniques
16	Final Exam	Final Exam

### Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	3	3	84



Assignment	1	11	3	14
Midterm Examination	1	10	3	13
Final Examination	1	10	4	14
Total Workload (Hours)				125
[Total Workload (Hours) / 25*] = <b>ECTS</b>				5
*25 hour workload is accepted as 1 ECTS				

### Learning Outcomes

1	To be able to define the basics of case conceptualization.
2	To be able to design a evidence-based intervention plan.
3	To be able to define behavioral activation and express the application of the technique.
4	To be able to identify and modify intermediate and core beliefs.
5	To be able to CBD techniques and give examples regarding their applications in the sessions.

### Programme Outcomes (Guidance and Counseling Master)

1	To deepen the general knowledge in the field of guidance and psychological counseling within the framework of basic theories and practices, to have a comprehensive understanding of guidance and psychological counseling theories and models
2	Ability to apply appropriate psychological counseling skills, interventions and strategies at school level by conceptualizing child and adolescent clients' problems within the framework of psychological counseling theories.
3	Establishing, maintaining and terminating the professional help relationship by making use of psychotherapeutic theories, skills and conditions so that children and adolescents can recognize, understand, accept and develop themselves.
4	Knows contemporary educational theories and approaches, using these theories and approaches while supporting the development of the individual, society and education system
5	To have an understanding of the expertise area of psychological counseling on the basis of school
6	Developing a unique understanding of psychological counseling on a school basis
7	To follow national and international publications in the field of guidance and psychological counseling and to follow scientific activities (congress, summer school programs) publications.
8	Carrying out the necessary studies for the implementation of psychological counseling and guidance programs to the life of the clients and the continuous development of the clients.
9	To be able to conduct scientific research in the field of guidance and psychological counseling.
10	Being able to pay attention to prioritizing the scientific method and perspective in their work.
11	To be able to establish and maintain the determination of guidance and psychological counseling services in school-based services in accordance with ethical principles, rules and laws.
12	Being determined to act in accordance with school psychological counseling professional identity
13	Developing culture sensitive psychological counseling skills and using them in school practices.

### Contribution of Learning Outcomes to Programme Outcomes 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High

	L1	L2	L3	L4	L5
P1	5	4	4	5	4
P2	5	4	4	4	4
P3	4	4	4	5	4
P4	5	4	4	4	4
P5	4	4	4	5	4
P6	5	4	4	4	4
P7	4	4	4	5	4
P8	5	4	4	4	4
P9	4	4	4	5	4
P10	5	4	4	4	4
P11	4	4	4	5	4
P12	5	4	4	4	4
P13	4	4	4	5	4

