

COURSE OUTLINE

1. GENERAL

FACULTY	SOCIAL SCIENCES		
SECTION	PSYCHOLOGY		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE CODE	PSY-3511	SEMESTER OF STUDY	5 th
COURSE TITLE	Cognitive and Behavioural Approaches		
INDEPENDENT TEACHING ACTIVITIES <i>in case the credits are awarded to distinct parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded uniformly for the entire course, indicate the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures, demonstration of videos		3	4
<i>Add rows if needed. The teaching organization and teaching methods used are described in detail in 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skills Development</i>	Scientific Area (Elective)		
PREREQUISITE COURSES:	PSY-2501 Mental Health and Psychopathology		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=6156		

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <p><i>The learning outcomes of the course are described, the specific knowledge, skills and competencies of an appropriate level that students will acquire after the successful completion of the course.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the Level of Learning Outcomes for each cycle of study according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors of Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Learning Outcomes Writing Summary Guide</i> <p>This course is an introduction to cognitive and behavioral approaches in psychotherapy. Throughout the course, a critical examination will be conducted of both classical/traditional and contemporary approaches within behavioral, cognitive, and cognitive-behavioral theories of human behavior. The course also explores and analyses the impact of these approaches on the development of psychological intervention and treatment programs. In addition, the fundamental principles and concepts of Cognitive-Behavioral Theory and Therapy will be studied, along with their clinical application, primarily in depression, anxiety, and phobic disorders, as well as in other clinical conditions.</p> <p>Upon completion of the course, students are expected to:</p> <ul style="list-style-type: none"> • understand the basic concepts of behavioral, cognitive, and cognitive-behavioral theories, • understand the evolution of these theories and the ways in which they conceptualize human behavior, • recognize their impact on the development of psychological treatments,
--

- acquire basic knowledge of psychological intervention based on the principles of Cognitive-Behavioral Therapy.

General Competencies

Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below), which of them does the course aim at?

Search, analyze and synthesize data and information, using the necessary technologies

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Working in an international environment

Working in an interdisciplinary environment

Generation of new research ideas

Project planning and management

Respect for diversity and multiculturalism

Respect for the natural environment

Demonstrate social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Promoting free, creative, and inductive thinking

- Search, analyze and synthesize data and information, using the necessary technologies
- Teamwork
- Decision-making
- Respect for diversity and multiculturalism
- Criticism and self-criticism
- Generation of new research ideas
- Promotion of free, creative, and inductive thinking

3. COURSE CONTENT

The course content is aligned with the five core pillars of the curriculum: **Scientific Foundations [1], Scientific Research and Critical Thinking [2], Ethics and Social Responsibility [3], Communication Skills [4], and Preparation for Career Decision-Making and Professional Development [5].**

Week 1: Introduction to Cognitive-Behavioral Approaches [1, 2, 3]

Week 2: Behavioral Learning Theories [1, 2, 3]

Week 3: Fundamental Principles and Concepts of Cognitive-Behavioral Therapy (CBT) [1, 2, 3]

Week 4: Cognitive Conceptualization [1, 2, 3]

Week 5: Cognitive-Behavioral Assessment and Case Formulation [1, 2, 3]

Week 6: Therapeutic Relationship, Therapeutic Framework, and Structure in CBT [1, 2, 3, 4, 5]

Week 7: Cognitive and Behavioral Techniques in CBT [1, 2, 3, 4, 5]

Week 8: Application of CBT in Depression [1, 2, 3, 4, 5]

Week 9: Application of CBT in Anxiety Disorders [1, 2, 3, 4, 5]

Week 10: Developments in CBT – The “Third Wave” I: Schema Therapy, Acceptance and Commitment Therapy (ACT) [1, 2, 3]

Week 11: Developments in CBT – The “Third Wave” II: Dialectical Behavior Therapy (DBT), Metacognitive Therapy [1, 2, 3]

Week 12: Developments in CBT – The “Third Wave” III: Mindfulness-Based Therapies, Compassion-Focused Therapy [1, 2, 3]

Week 13: Review of Key Concepts and Final Discussion

4. TEACHING AND LEARNING METHODS - ASSESSMENT

<p>DELIVERY <i>METHOD Face to face, Distance learning, etc.</i></p>	In class																	
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with students</i></p>	Use of ICT in teaching Support for learning through the E-learn online platform																	
<p>TEACHING ORGANIZATION <i>The method and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliography Study & Analysis, Tutorial, Internship (Placement), Clinical Practicing, Art Workshop, Interactive Teaching, Educational visits, Project Writing, Writing a project / assignments, Artistic creation, etc.</i></p> <p><i>The student's study hours for each learning activity are listed as well as the hours of unguided study so that the total workload at semester level corresponds to ECTS standards</i></p>	<table border="1"> <thead> <tr> <th data-bbox="683 450 935 524">Activity</th> <th data-bbox="935 450 1134 524">Semester Workload</th> <th data-bbox="1134 450 1348 524">ECTS credits</th> </tr> </thead> <tbody> <tr> <td data-bbox="683 524 935 577">Lectures</td> <td data-bbox="935 524 1134 577">39</td> <td data-bbox="1134 524 1348 577">1,56</td> </tr> <tr> <td data-bbox="683 577 935 696">Independent study for final examination</td> <td data-bbox="935 577 1134 696">60</td> <td data-bbox="1134 577 1348 696">2,4</td> </tr> <tr> <td data-bbox="683 696 935 750">Final examination</td> <td data-bbox="935 696 1134 750">2</td> <td data-bbox="1134 696 1348 750">0,08</td> </tr> <tr> <td data-bbox="683 750 935 936">Total Course Workload (25 hours of student workload per ECTS credit)</td> <td data-bbox="935 750 1134 936">101</td> <td data-bbox="1134 750 1348 936">4,04</td> </tr> </tbody> </table>			Activity	Semester Workload	ECTS credits	Lectures	39	1,56	Independent study for final examination	60	2,4	Final examination	2	0,08	Total Course Workload (25 hours of student workload per ECTS credit)	101	4,04
Activity	Semester Workload	ECTS credits																
Lectures	39	1,56																
Independent study for final examination	60	2,4																
Final examination	2	0,08																
Total Course Workload (25 hours of student workload per ECTS credit)	101	4,04																
<p>STUDENT EVALUATION <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Summative, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay/Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other/Others</i></p> <p><i>Explicitly defined evaluation criteria and whether and where they are accessible to students are mentioned.</i></p>	<p>Assessment is conducted in Greek.</p> <p>The assessment criteria are presented during the first class held in the lecture hall and are posted on the course website</p> <p>The final grade for the course will be based on: Final Written Examination (100%), which includes:</p> <ul style="list-style-type: none"> • Multiple-choice questions • Short-answer questions • Applied knowledge questions (based on a brief problem scenario/case study) 																	

5. RECOMMENDED-BIBLIOGRAPHY

<ul style="list-style-type: none"> • Beck, J. (2016). <i>Introduction to Cognitive Behavioral Therapy</i> (G. Simos, Ed.). Patakis. • Dryden, W. (Ed.). (2020). <i>Cognitive-Behavioral Therapies</i> (Aik. Koutra, Scientific Ed.; Ch. Kokkinou, Trans.). Pedio. • Genna, A. (2007). <i>Theory and Practice of Behavior Analysis</i>. Gutenberg. • Kalantzi-Azizi, A., & Sofianopoulou, A. (Eds.). (2016). <i>Cognitive-Behavioral Therapy for Children and Adolescents</i>. Pedio. • Leahy, R. L. (2023). <i>Cognitive Therapy Techniques: A Practitioner's Guide</i> (G. Simos, Ed.). University Studio Press. • Newman, C. F. (2017). <i>Core Competencies in Cognitive-Behavioral Therapy: Developing an Effective CBT Therapist</i> (P. Roussi & M. Kosmidou, Eds.). Gutenberg. • Westbrook, D., Kennerley, H., & Kirk, J. (2012). <i>An Introduction to Cognitive Behavioral Therapy: Techniques and Applications</i> (A. Kalantzi-Azizi & K. Efthymiou, Eds.). Pedio.
--

- Young, J. E., Klosko, J. S., & Weishaar, M. E. (2013). *Schema Therapy: A Practitioner's Guide* (G. Simos, Ed.). Patakis.
- Selected scientific articles available on the e-learning platform from journals such as: *Behavior Therapy, Cognitive and Behavioral Practice, Behavioral and Cognitive Psychotherapy, International Journal of Cognitive Therapy*, etc.
- Course lecture materials and worksheets provided by the instructor.