

COURSE OUTLINE

1. GENERAL

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|---|--|------------------------------|-----------------|
| FACULTY | SOCIAL SCIENCES | | |
| SECTION | PSYCHOLOGY | | |
| LEVEL OF STUDY | UNDERGRADUATE | | |
| COURSE CODE | PSY-4504 | SEMESTER OF STUDY | 6 th |
| COURSE TITLE | Cognitive-Behavioral Therapy: Basic Principles and Applications | | |
| 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 | 6 |
| <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 (Laboratory) | | |
| PREREQUISITE COURSES: | PSY-1101 Research Methodology for Social Sciences I PSY-2501 Mental Health and Psychopathology PSY-3511 Cognitive and Behavioural Approaches | | |
| 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=5805 | | |

2. LEARNING OUTCOMES

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| <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>The aim of this workshop is to train participants in the basic methods and techniques of implementing individual and group psychological interventions based on Cognitive-Behavioral Therapy (CBT), targeting individuals with mental disorders such as anxiety and depressive disorders. The workshop is grounded in the main theoretical approaches of Clinical Psychology, which students have previously encountered in foundational courses (e.g., Mental Health and Psychopathology).</p> <p>Within the framework of the workshop, students will have the opportunity to:</p> <ul style="list-style-type: none"> • Become familiar with the fundamental principles and concepts of CBT, and develop an understanding of the cognitive perspective, cognitive-behavioral assessment, and case formulation. • Be trained in cognitive and behavioral techniques (e.g., exposure, problem-solving strategies, identification of automatic thoughts, and cognitive restructuring). • Gain knowledge of the clinical application of CBT in psychological disorders, with a particular focus on anxiety and depressive disorders. • Understand the impact of third-wave CBT approaches (e.g., Schema Therapy, Mindfulness-Based |

Cognitive Therapy, etc.) and transdiagnostic approaches in the development of individual and group psychological interventions.

- Deepen their understanding of the scientific foundations of CBT and examine the relevant empirical research supporting the effectiveness of CBT-based interventions.

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: Presentation of the workshop structure, introduction of participants. Introduction to Cognitive-Behavioral Therapy (CBT) [1, 2, 4]

Week 2: Fundamental principles: The relationship between thoughts, emotions, and behavior [1, 2, 3, 5]

Week 3: Cognitive theory: Cognitive structures and processes. Behavioral theory: Principles of behavior [1, 2, 3, 5]

Week 4: Cognitive-behavioral assessment and case formulation [1, 2, 3, 5]

Week 5: Basic cognitive techniques: Identification and restructuring of automatic thoughts, examination and modification of dysfunctional beliefs [1, 3, 4, 5]

Week 6: Basic behavioral techniques: Coping strategies training, gradual exposure, and systematic desensitization [1, 3, 4, 5]

Week 7: Application of CBT in Anxiety Disorders [2, 3, 5]

Week 8: Application of CBT in Depressive Disorders [2, 3, 5]

Week 9: Applications of third-wave cognitive therapies [1, 2, 3, 5]

Week 10: Transdiagnostic approaches in CBT [1, 2, 3, 5]

Week 11: Student presentations [2, 3, 4]

Week 12: Student presentations [2, 3, 4]

Week 13: Student presentations [2, 3, 4], conclusions and feedback [2, 3, 5]

4. TEACHING AND LEARNING METHODS - ASSESSMENT

| <p style="text-align: center;">DELIVERY</p> <p><i>METHOD Face to face, Distance learning, etc.</i></p> | In class | | | | | | | | | | | | | | | | | | | |
|--|--|---------------------|-----------------|--------------------------|---------------------|---------------------|----|------|----------------------|----|------|--|----|------|---------------------------------|----|------|---|------------|----------|
| <p style="text-align: center;">USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</p> <p><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 style="text-align: center;">TEACHING ORGANIZATION</p> <p><i>The method and methods of teaching are described in detail.</i></p> <p><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" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #e1e5e7;"> <th>Activity</th> <th>Semester Workload</th> <th>ECTS credits</th> </tr> </thead> <tbody> <tr> <td>Laboratory sessions</td> <td>39</td> <td>1,56</td> </tr> <tr> <td>Homework assignments</td> <td>35</td> <td>1,40</td> </tr> <tr> <td>Preparation for in-class presentations</td> <td>26</td> <td>1,04</td> </tr> <tr> <td>Preparation of group assignment</td> <td>50</td> <td>2,00</td> </tr> <tr> <td>Total Course Workload (25 hours of student workload per ECTS credit)</td> <td>150</td> <td>6</td> </tr> </tbody> </table> | | Activity | Semester Workload | ECTS credits | Laboratory sessions | 39 | 1,56 | Homework assignments | 35 | 1,40 | Preparation for in-class presentations | 26 | 1,04 | Preparation of group assignment | 50 | 2,00 | Total Course Workload (25 hours of student workload per ECTS credit) | 150 | 6 |
| Activity | Semester Workload | ECTS credits | | | | | | | | | | | | | | | | | | |
| Laboratory sessions | 39 | 1,56 | | | | | | | | | | | | | | | | | | |
| Homework assignments | 35 | 1,40 | | | | | | | | | | | | | | | | | | |
| Preparation for in-class presentations | 26 | 1,04 | | | | | | | | | | | | | | | | | | |
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| Total Course Workload (25 hours of student workload per ECTS credit) | 150 | 6 | | | | | | | | | | | | | | | | | | |
| <p style="text-align: center;">STUDENT EVALUATION</p> <p><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>Worksheets / Homework Assignments (20%)</p> <p>In-class Presentations (30%)</p> <p>Group Bibliographic Assignment (50%): An approximately 7,000–8,000-word paper focusing on the design of an intervention program and its theoretical and empirical justification based on current literature.</p> <p>The assessment criteria are presented during the first lecture held in the auditorium and are also available on the course's online platform.</p> | | | | | | | | | | | | | | | | | | | |

5. RECOMMENDED-BIBLIOGRAPHY

- Beck, J. (2016). *Introduction to Cognitive Behavioral Therapy* (G. Simos, Ed.). Patakis.
- Dryden, W. (Ed.). (2020). *Cognitive-Behavioral Therapies* (Aik. Koutra, Scientific Ed.; Ch. Kokkinou, Trans.). Pedio.
- Genna, A. (2007). *Theory and Practice of Behavior Analysis*. Gutenberg.
- Kalantzi-Azizi, A., & Sofianopoulou, A. (Eds.). (2016). *Cognitive-Behavioral Therapy for Children and Adolescents*. Pedio.
- Leahy, R. L. (2023). *Cognitive Therapy Techniques: A Practitioner's Guide* (G. Simos, Ed.). University Studio Press.

- Newman, C. F. (2017). *Core Competencies in Cognitive-Behavioral Therapy: Developing an Effective CBT Therapist* (P. Roussi & M. Kosmidou, Eds.). Gutenberg.
- Westbrook, D., Kennerley, H., & Kirk, J. (2012). *An Introduction to Cognitive Behavioral Therapy: Techniques and Applications* (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.