

City University of Hong Kong

**Information on a Course
offered by Department of Applied Social Sciences
with effect from Semester A in 2013/2014**

Part I

Course Title:	Cognitive-Behavioural Interventions
Course Code:	SS5208
Course Duration:	One Semester
No. of Credit Units:	3
Level:	P5
Medium of Instruction:	English, supplemented by Cantonese/Putonghua in live demonstration, skills rehearsal, and role-play exercises as situation requires
Medium of Assessment:	English
Prerequisites:	Nil
Precursors:	Nil
Equivalent Courses:	Nil
Exclusive Courses:	Nil

Part II

Course Aims

This course provides both theoretical understanding of and practical experiences for students to use cognitive behavioral interventions in working with people with mental health problems. Upon completion of the course, students should be able to:

- i. Acquire understanding of the major concepts and frameworks of cognitive behavioral interventions.
- ii. Develop initial skills in using CBIs in assessing and working with people with mental health problems.
- iii. Reflect critically on the strengths and limitations of CBIs in clinical practice

Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting (if applicable)
1.	Describe the theoretical framework of CBIs in working with people with mental health problems	20%
2.	Apply CBI models in assessing clients with mental health problems	20%
3.	Apply CBTI intervention models in facilitating changes in clients with mental health problems	20%
4.	Demonstrate initial assessment and intervention skills in working with clients with mental health problems	20%
5.	Reflect critically on the different CBI frameworks in working with people with mental health problems	20%

Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLA1	TLA2	TLA3	TLA4	Hours/week (if applicable)
CILO 1	√	√			
CILO 2	√	√	√	√	
CILO 3	√	√	√	√	
CILO 4			√	√	
CILO 5	√			√	

TLA1: Lectures

Lectures will be delivered to help students understand the theoretical foundations and practical skills of CBIs, helping them to critically examine the strengths and limitations of CBIs for different types of mental health problems.

TLA2: Video-viewing/life demonstration

Videos will be played to facilitate students to learn the skills (i.e. selected CBT models) in assessment and intervention.

TLA3: Role play

Students will be given the opportunity to practice CBI skills with and in front of other classmates.

TLA4: Group presentation

There will be a chance for students to present in class a CBI model in working with a specific group of people with mental health problems.

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting (if applicable)	Remarks
CILO 1-5	AT1: Group presentation and skills demonstration	30%	
CILO 2-3	AT2: Reflection paper	20%	
CILO 1-5	AT3: Term paper	50%	

AT1: Group presentation and skills demonstration

Students will be broken into groups and each group will have to present a CBI model: its assessment framework and intervention skills. They have to illustrate how certain assessment and intervention skills work. While the skills demonstration may be conducted in Cantonese/Putonghua, the group presentation must be conducted in English. Since the lecturer will try to summarize the interview in English, only a minimal level of Cantonese/Putonghua is expected.

AT2: Reflection paper

Following AT1, all students in class will discuss and reflect on the role play demonstration. The presenters will then write an individual reflection paper (no less than 1000 words) to reflect on the insights gained through such an experience and the discussion in class. Critical reflection of the learning experience is stressed. All papers must be submitted in English.

AT3: Term paper

Students have to write an individual paper of around 2500 words to examine an issue relating to CBI in working with a specific group with mental health problem. In the paper, it must include: (1) how cognitive and behavioural theories conceptualize the chosen mental health problem or issue, (2) what specific CBI assessment and intervention skills that are relevant to the chosen mental health problem or issue, and (3) what are the strengths and limitations of CBI in treating the chosen mental health problem or issue. The target group has to be different from the one that the student has presented in class. All papers must be submitted in English.

Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Letter Grade	Grading criteria in relation to CILOs
A+ A A-	Excellent demonstration of understanding and appraising the various intervention models taught in classes. Excellent mastery of assessment skills in the role play Excellent deliberation on the details of an intervention plan for a person with mental health problem
B+ B B-	Good demonstration of understanding and appraising the various intervention models taught in classes. Good mastery of assessment skills in the role play Good deliberation on the details of an intervention plan for a person with mental health problem
C+ C C-	Adequate demonstration of understanding and appraising the various intervention models taught in classes. Adequate mastery of assessment skills in the role play Adequate deliberation on the details of an intervention plan for a person with mental health problem
D	Fair demonstration of understanding and appraising the various intervention models taught in classes. Fair mastery of assessment skills in the role play Fair deliberation on the details of an intervention plan for a person with mental health problem
F	Poor demonstration of understanding and appraising the various intervention models taught in classes. Poor mastery of assessment skills in the role play Poor deliberation on the details of an intervention plan for a person with mental health problem

Part III

1. Keyword Syllabus

- 1.1 Understanding major CBI frameworks for different types of mental illness
Beck's Cognitive Therapy framework in understanding depression and anxiety, other CBI in conceptualizing eating disorders, personality disorders, psychosis, substance abuse and stress
- 1.2 CBI assessment frameworks in mental illness
Different CBI assessment frameworks for different types of mental illness, assessment skills relevant to the types of mental illness, practising the assessment skills
- 1.3 CBI intervention strategies for mental illness
Different CBI intervention strategies for treating different types of mental illness, practising different intervention skills

1.4 Critical reflection on the strengths and limitations of different CBIs

Strengths and weaknesses of different CBIs framework in assessing and working with different types of mental health problems, contrasting their relative effectiveness with other clinical models such as structural family therapy for eating disorders and behaviour therapy for depression and anxiety, research evidence of different types of CBIs and other clinical approaches in treating different types of mental illness

2. **Recommended Reading**

Essential Texts

Beck, J. (2011). *Cognitive Behaviour Therapy: Basics and Beyond*. New York: Guilford Press.

Cormier, W. H. and Cormier, L. S. (1991). *Interviewing Strategies for Helpers: Fundamental Skills and Cognitive Behavioural Interventions*. CA: Brooks/Cole Publishing Company.

Dryden, W. and Golden, W. L. (1987). *Cognitive-Behavioural Approaches to Psychotherapy*. New York: Hemisphere Publishing Corporation.

Supplementary Texts

Clark, D. and Beck, A. T. (1988). Cognitive Approaches. In C. G. Last and M. Hersen (eds.), *Handbook of Anxiety Disorders*. New York: Pergamon Press.

Wong, F. K. D. (2007). Cognitive behavioral treatment groups for people with chronic depression: A randomized waitlist control design. *Depression and Anxiety*, 25, 2, 142-148.

Wong, F. K. D., Chau, P., Kwok, A. & Kwan, J. (2007). Cognitive-behavioral treatment group for people with chronic illnesses in Hong Kong: Reflections on culturally sensitive practices. *International Journal of Group Psychotherapy*, 57, 3, 367-385.

Wong, F. K. D. (2008). Cognitive and health-related outcomes of cognitive behavioral treatment groups for people with depressive symptoms in Hong Kong: A randomized waiting list control study. *Australian and New Zealand Journal of Psychiatry*, 42, 703-712.

Wong, F. K. D. (2009). A six-month follow-up study of cognitive behavioral treatment groups for Chinese people with depression. *Behaviour Change*, 26, 2, 130-140.

Wong, F.K.D. (2011). Cognitive behavioural group treatment for Chinese people with depressive symptoms in Hong Kong: The participants' perspective. *International Journal of Group Psychotherapy*, 61, 3, 439-459.

Wong, F.K.D., Poon, A. & Kwok, S.L.Y.C. (2011). The maintenance effect of cognitive-behavioural treatment groups for Chinese parents with children with developmental disabilities in Melbourne, Australia: A six-month follow-up study. *Journal of Intellectual Disability Research*, 55, 1043-1053.

Books in Chinese:

情緒管理與精神健康 -- 認知治療小組介入手法與技巧 (2003)

走出抑鬱的深谷：認知治療自學輔助手冊 (2005)

駕馭焦慮：認知治療自學輔助手冊 (2006)

Online Resources

<http://beckinstitute.org>

<http://www.babcp.org/>