Course Overview

Course Title: Cognitive-Behavioural Interventions
Course Code: SS5208
Course Duration: One Semester
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 Details

1. Abstract

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

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

<table>
<thead>
<tr>
<th>No.</th>
<th>CILOs</th>
<th>Weighting (if applicable)</th>
<th>Discovery-enriched curriculum related learning outcomes (please tick where appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Describe the theoretical framework of CBIs in working with people with mental health problems</td>
<td>20%</td>
<td>√</td>
</tr>
<tr>
<td>2.</td>
<td>Apply CBI models in assessing clients with mental health problems</td>
<td>20%</td>
<td>√</td>
</tr>
<tr>
<td>3.</td>
<td>Apply CBTI intervention models in facilitating changes in clients with mental health problems</td>
<td>20%</td>
<td>√</td>
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<tr>
<td>4.</td>
<td>Demonstrate initial assessment and intervention skills in working with clients with mental health problems</td>
<td>20%</td>
<td>√</td>
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<tr>
<td>5.</td>
<td>Reflect critically on the different CBI frameworks in working with people with mental health problems</td>
<td>20%</td>
<td>√</td>
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</tbody>
</table>

100%

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.
### 3. Teaching and Learning Activities (TLAs)
*(TLAs designed to facilitate students’ achievement of the CILOs.)*

<table>
<thead>
<tr>
<th>TLA</th>
<th>Brief Description</th>
<th>CILO No.</th>
<th>Hours/week (if applicable)</th>
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</thead>
<tbody>
<tr>
<td>TLA1: Lecture</td>
<td>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.</td>
<td><img src="https://raw.githubusercontent.com/YourUsername/prefered-svg-symbols/master/checkbox-checked.svg" alt="√" /> <img src="https://raw.githubusercontent.com/YourUsername/prefered-svg-symbols/master/checkbox-checked.svg" alt="√" /> <img src="https://raw.githubusercontent.com/YourUsername/prefered-svg-symbols/master/checkbox-checked.svg" alt="√" /> <img src="https://raw.githubusercontent.com/YourUsername/prefered-svg-symbols/master/checkbox-checked.svg" alt="√" /></td>
<td></td>
</tr>
<tr>
<td>TLA2: Video-viewing/life demonstration</td>
<td>Videos will be played to facilitate students to learn the skills (i.e. selected CBT models) in assessment and intervention.</td>
<td><img src="https://raw.githubusercontent.com/YourUsername/prefered-svg-symbols/master/checkbox-checked.svg" alt="√" /> <img src="https://raw.githubusercontent.com/YourUsername/prefered-svg-symbols/master/checkbox-checked.svg" alt="√" /> <img src="https://raw.githubusercontent.com/YourUsername/prefered-svg-symbols/master/checkbox-checked.svg" alt="√" /></td>
<td></td>
</tr>
<tr>
<td>TLA3: Role play</td>
<td>Students will be given the opportunity to practice CBI skills with and in front of other classmates.</td>
<td><img src="https://raw.githubusercontent.com/YourUsername/prefered-svg-symbols/master/checkbox-checked.svg" alt="√" /> <img src="https://raw.githubusercontent.com/YourUsername/prefered-svg-symbols/master/checkbox-checked.svg" alt="√" /> <img src="https://raw.githubusercontent.com/YourUsername/prefered-svg-symbols/master/checkbox-checked.svg" alt="√" /></td>
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<tr>
<td>TLA4: Group presentation</td>
<td>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.</td>
<td><img src="https://raw.githubusercontent.com/YourUsername/prefered-svg-symbols/master/checkbox-checked.svg" alt="√" /> <img src="https://raw.githubusercontent.com/YourUsername/prefered-svg-symbols/master/checkbox-checked.svg" alt="√" /> <img src="https://raw.githubusercontent.com/YourUsername/prefered-svg-symbols/master/checkbox-checked.svg" alt="√" /> <img src="https://raw.githubusercontent.com/YourUsername/prefered-svg-symbols/master/checkbox-checked.svg" alt="√" /></td>
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### 4. Assessment Tasks/Activities (ATs)
*(ATs are designed to assess how well the students achieve the CILOs.)*

<table>
<thead>
<tr>
<th>Assessment Tasks/Activities</th>
<th>CILO No.</th>
<th>Weighting</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous Assessment: 100 %</td>
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<td></td>
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</table>
of Cantonese/Putonghua is expected

<table>
<thead>
<tr>
<th>AT2 Reflection paper</th>
<th></th>
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<th>20%</th>
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<tbody>
<tr>
<td>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.</td>
<td>√</td>
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<thead>
<tr>
<th>AT 3 Term paper</th>
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<th>50%</th>
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<tr>
<td>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.</td>
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<td>√</td>
<td>√</td>
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</table>

100%
5. **Assessment Rubrics**

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Criterion</th>
<th>Excellent (A+, A, A-)</th>
<th>Good (B+, B, B-)</th>
<th>Adequate (C+, C, C-)</th>
<th>Marginal (D)</th>
<th>Failure (F)</th>
</tr>
</thead>
</table>
| 1. Group presentation and skills demonstration (30%) | **Organisation and quality of material presented**
- Organisation of material was logical
- Information presented was sensible/accurate
- Material presented demonstrated application and comprehension of material covered in the course
- Material presented demonstrated autonomous research effort | Excellent organisation and quality of material | Good organisation and quality of material | Adequate organisation and quality of material | Marginal organisation and quality of material | Poor organisation and quality of material |
| 2. Reflection paper (20%) | **Critical reflection**
- Ability to digest and critically review the comments made in class
- Ability to formulate arguments in a coherent manner
- Ability to write clearly and logically
- Ability to provide counter-arguments | Outstanding | High | Moderate | Basic | Not reaching marginal |
| 3. Term paper (50%) | **Organisation and quality of material (50%)**
- Organisation of material was logical
- Information presented in the paper was sensible/accurate
- Material presented in the paper demonstrated application and comprehension of material covered in the course | Outstanding | High | Moderate | Basic | Not reaching marginal |
|               | **Critical analysis (50%)**
- Ability to digest and critically review the materials read
- Ability to formulate arguments in a coherent manner
- Ability to write clearly and logically
- Ability to provide counter-arguments | | | | | |
Part III  Other Information  (more details can be provided separately in the teaching plan)

1. Keyword Syllabus
   (An indication of the key topics of the course.)

   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 relatives 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

2.1 Compulsory Readings
   (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of
   e-books, e-journals available from the CityU Library.)


2.2 Additional Readings
   (Additional references for students to learn to expand their knowledge about the subject.)


9. 走出抑鬱的深谷：認知治療自學輔助手冊 (2005)

10. 駕馭焦慮：認知治療自學輔助手冊 (2006)

11. [http://beckinstitute.org](http://beckinstitute.org)