

Basic information about the subject (independent of the cycle)

Module name	Cognitive behavioural for students and teachers (CBT)
Erasmus code	
ISCED code	
Language of instruction	English
Website	
Prerequisites	Basic knowledge in psychology
ECTS points hour equivalents	<p>Contact hours (work with an academic teacher) 15</p> <p>Consultations with an academic teacher 15</p> <p>Total number of hours with an academic teacher 30</p> <p>Number of ECTS points with an academic teacher 1</p> <p>Non-contact hours (students' own work) 60</p> <p>Total number of non-contact hours 60</p> <p>Number of ECTS points for non-contact hours 2</p> <p>Total number of ECTS points for the module 3</p>
Educational outcomes verification methods	coursework: ppt on the topic chosen by the student from the list
Description	The module covers the knowledge in the area of cognitive and behavioural psychology. It has been thought as both an introduction to cognitive-behavioural therapy and an application of CBT essential elements into practice for students of pedagogy and education. The aim of the module is to be able to better understand oneself and others.
Reading list	<ol style="list-style-type: none"> 1. Dryden W. (2003). Managing Low Self-Esteem. London: Whurr Publishes. 2. Kabat-Zinn J. (2004). Wherever You Go, There You are: Mindfulness Meditation for Everyday Life 3. Solso, R., MacLin, J. & MacLin F. (2006). Cognitive Psychology, Seventh Edition 4. Wortman, J. & Loftus E. (2000). Psychology. Knopf.
Educational outcomes	<p>KNOWLEDGE - student knows:</p> <ol style="list-style-type: none"> 1. basic elements of CBT theoretical background 2. how CBT can help in educational area, both for

	<p>teachers and students</p> <p>SKILLS - student is able to:</p> <ol style="list-style-type: none"> 1. identify his/her unhelpful thinking habits and challenge them 2. apply vital CBT techniques in everyday life problems (anxiety, low mood, low self-esteem) <p>ATTITUDES - student:</p> <ol style="list-style-type: none"> 1. evaluates his/her self-esteem and tries to build a healthy self-esteem model based on CBT strategies
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	coursework: ppt on the topic chosen by the student from the list, presented to other students for the group discussion
Comments	Contact: e-mail:u.oszwa@umcs.pl
Reading list	<p>Dryden W. (2003). Managing Low Self-Esteem. London: Whurr Publishes.</p> <p>Kabat-Zinn J. (2004). Wherever You Go, There You are: Mindfulness Meditation for Everyday Life.</p> <p>Solso, R., MacLin, J. & MacLin F. (2006). Cognitive Psychology, Seventh Edition.</p> <p>Wortman, J. & Loftus E. (2000). Psychology. Knopf.</p>
Educational outcomes	<p>KNOWLEDGE - student knows:</p> <ol style="list-style-type: none"> 1. basic elements of CBT theoretical background 2. how can CBT help in educational area, both teachers and students <p>SKILLS - student is able to:</p> <ol style="list-style-type: none"> 1. identify his/her unhelpful thinking habits and challenge them 2. apply vital CBT techniques in everyday life problems (anxiety, low mood, low self-esteem) <p>ATTITUDES - student:</p> <ol style="list-style-type: none"> 1. evaluates his his/her self-esteem and tries to build its healthy model based on CBT strategies
A list of topics	1. CBT theoretical background - links and connections between thoughts, emotions and behaviour.

	<ol style="list-style-type: none"> 2. CBT in practice - essential elements; vicious cycles of anxiety, anger and low mood in CBT models – how to break them down. 3. Identifying unhelpful automatic thinking styles. 4. Challenging distorted thinking. 5. Changing behaviours and unhelpful habits. 6. Mindfulness and relaxation - theory and practice. 7. CBT implementation in school problems, based on students' choices from the suggested references. Social anxiety in CBT - cognitive, behavioural and physical intervention. 8. Self-esteem model in CBT framework; low self-esteem - causes, factors and distorted habits; building healthy self-esteem - realistic expectations, balanced self-evaluation. 9. Assertiveness development in CBT approach. 10. Body acceptance problems and CBT solutions.
Teaching methods	Workshop, discussion, project, interactive lecture, explanation
Assessment methods	coursework: ppt on the topic chosen by the student from the list, presented to other students for the group discussion