

Basic information about the subject (independent of the cycle)

Module name	COGNITIVE-BEHAVIOURAL THERAPY for teachers and students
Erasmus code	
ISCED code	
Language of instruction	English
Website	
Prerequisites	Basic psychological knowledge
ECTS points hour equivalents	<p>Contact hours (work with an academic teacher) 15 Consultations with an academic teacher 15 Total number of hours with an academic teacher 30 Number of ECTS points with an academic teacher 1</p> <p>Non-contact hours (students' own work) 60 Total number of non-contact hours 60 Number of ECTS points for non-contact hours 2 Total number of ECTS points for the module 3</p>
Educational outcomes verification methods	<p>1. 2-3 A4 pages essay about: a) chosen CBT topic or b) CBT exercises in practice, respectively. 2. CBT poster</p>
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 self-understand and help to understand others.
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 CBT can help in educational area, both for 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/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	1. 2-3 A4 pages essay about: a) chosen CBT topic or b) CBT exercises in practice, respectively. 2. CBT poster
Comments	Contact: e-mail: u.oszwa@poczta.umcs.lublin.pl
Reading list	Dryden W. (2003). Managing Low Self-Esteem. London: Whurr Publishes. Kabat-Zinn J. (2004). Wherever You Go, There You are: Mindfulness Meditation for Everyday Life. Solso, R., MacLin, J. & MacLin F. (2006). Cognitive Psychology, Seventh Edition. Wortman, J. & Loftus E. (2000). Psychology. Knopf.
Educational outcomes	KNOWLEDGE - student knows: 1. basic elements of CBT theoretical background 2. how can CBT help in educational area, both teachers and students SKILLS - student is able to: 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) ATTITUDES - student: 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 between thoughts, emotions and behaviour. 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 thinking habits. 4. Challenging distorted thinking. 5. Changing behaviours and unhelpful habits. 6. Mindfulness and relaxation - theory and practice. 7. Self-esteem model in cognitive-behavioural framework. 8. Low self-esteem - causes, factors and distorted habits. 9. Building healthy model of self-esteem: realistic expectations, balanced self-evaluation.
Teaching methods	Workshop, discussion, project, interactive lecture
Assessment methods	1. 2-3 A4 pages essay about: a) chosen CBT topic or b) CBT exercises in practice, respectively. 2. CBT poster