**SYLLABUS**

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| COURSE TITLE  CBT approach in psychology | |  | |
| CREDITS - 4ECTS;  WINTER TERM | |  | |
| LANGUAGE OF INSTRUCTION ENGLISH | |  | |
| DEPARTMENT/FACULTY | | Department of Didactics, Faculty of Education and Psychology | |
| LECTURER: dr hab. Urszula Oszwa, prof. UMCS/Associate Professor | |  | |
| COURSE OBJECTIVES | | | |
| KNOWLEDGE - student knows:  1. what CBT is and what general and specific models can be used in different psychological problems  2. the strategies and techniques of CBT approach useful in increasing self-awareness.  SKILLS - student is able to:  1.apply CBT techniques and recognize his/her own favourite ones  2. identify factors for successful implementation of CBT strategies  ATTITUDES - student:  1. respects other people thoughts and reflections  2. protects private and sensitive data. | | | |
| PREREQUISITES N/A |  | | |
| COURSE ORGANISATION –LEARNING FORMAT AND NUMBER OF HOURS | | | |
| 30 hours of classes (interactive workshop) | | | |
| COURSE DESCRIPTION | | | |
| The module consists of two parts: 1) cognitive-behavioural therapy based approach (CBT) and 2) emotional intelligence models (EI) as the ways to increase self-awareness to be able to support others. The first part of the module (15h) covers the knowledge of emotional and social skills improvement with the use of CBT approach. The defusing techniques will be presented as an introduction and an opportunity to implement them into self-development and psychological practice. The aim of this part of the module is to understand others and to improve both interpersonal and intrapersonal skills. The second part of the module (15h) covers the knowledge and practice in the area of emotional intelligence. Students will be familiarised with essential knowledge about the brain mechanisms of emotions and the EI models. They will discuss ways and factors of EI development based on their own experience. There will be opportunity to find out how to improve EI and self-awareness through some topic strongly related to EI, such as self-compassion, empathy, delayed gratification, self-determination theory, etc. Students will be involved actively in the module during small group tasks and reflections. | | | |
| METHODS OF INSTRUCTION | | | Interactive lecture, discussion, video, work with the text from the articles, social tasks in small groups |
| REQUIREMENTS AND ASSESSMENTS | | | \* Attendance and active participation in classes  \* Two short quizzes related to the topics of the classes (multiple choice); a) CBT, b) EI  \* One small group presentation on the chosen topic (related to CBT steps). |
| GRADING SYSTEM | | | **Active attendance:** success in the course depends on attending class regularly, actively participating in the classes, making notes.  **Test:** There will be two online 15minutes test (multiple choices) at the end of the term, based on the recommended reading and class activities.  **Other forms**: open market of CBT and EI techniques (own ideas presented and tested on the other students).  **Score system:** 0-50% - 2.0; 50-59%-3.0; 60-69% -3.5;70-79%-4.0; 80-89% - 4.5; 90-100%-5.0 |
| TOTAL STUDENT WORKLOAD NEEDED TO ACHIEVE EXPECTED LEARNING OUTCOMES EXPRESSED IN TIME AND ECTS CREDIT POINTS | | | 30h - 4ECTS   |  |  | | --- | --- | | **Activity** | **Hours:** | | Lecture | 0 | | Workshops/classes | 30 | | Preparation for classes (reading, homework etc.) | 30 | | Preparing a group presentation | 15 | | Revising for the test | 20 | | Essay preparation | 25 | | Total | 120 | | ECTS | 4 | |
| STUDY MATERIALS | | | **PRIMARY OR REQUIRED BOOKS/READINGS:**  Part 1 - CBT:  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.  Part 2 - EI:  1. Barbey, A. K.; Colom, R.; Grafman, J. (2012). Distributed neural system for emotional intelligence revealed by lesion mapping. Social Cognitive and Affective Neuroscience, 9 (3), 265–272.  2. Cavazotte, F.; Moreno, V.; Hickmann, M. (2012). Effects of leader intelligence, personality and emotional intelligence on transformational leadership and managerial performance. The Leadership Quarterly, 23 (3), 443–455.  3. Mikolajczak, M.; Luminet, O.; Leroy, C. Roy, E. (2007). Psychometric properties of the Trait Emotional Intelligence Questionnaire. Journal of Personality Assessment, 88, 338–353.  4. Salovey, P.; Mayer, J.; Caruso, D. (2004), Emotional Intelligence: Theory, Findings, and Implications, Psychological Inquiry, 1, 197–215. |