SYLLABUS

1. Information about the study program

1.1 Higher education institution	Babeș-Bolyai University
1.2 Faculty	Faculty of Psychology and Educational Sciences
1.3 Department	Department of Psychology
1.4 Field of study	Psychology - Cognitive Sciences
1.5 Study cycle	Bachelor level
1.6 Study program / Qualification	Psychologist

2. Information about the course

2.1 Title of the course		Cognitive Behavioral Therapies					
2.2 Teacher in charge of the lecture		Oana David Professor, PhD & Cristina Tomoiaga Ph.D.					
2.3 Teacher in charge of the seminar		Vasile Sirbu & Vlad Marghitaș					
2.4 Study year	3	2.5 Semester	5	2.6. Examination type	E	2.7 Course type	DS

3. Estimated total time (number of hours of teaching activities per semester)

3.1 Number of hours per week	3	out of which: 3.2 lecture	2	3.3 seminar / laboratory	1
3.4 Total number of hours in the curriculum	42	out of which: 3.5 lecture	28	3.6 seminar / laboratory	14
Distribution of the allocated amount of time:					hours
Individual study (textbook, course support, bibliography, and notes)					25
Supplementary documentation at the library using specialized electronic platforms in the field					15
Preparing for seminars / laboratories, homework, papers, portfolios, and essays					14
Tutoring					2
Exams					2
Other activities: research activities					-

3.7 Total number of hours of individual study	58
3.8 Total number of hours per semester	100
3.9 Number of credits (ECTS)	4

4. Prerequisites (if applicable)

4.1 Curriculum	• Clinical Psychology and Psychotherapy • Quantitative Research Methods and Statistics • Psychological Assessment
4.2 Competencies	• Understanding psychological assessment and the use of psychological instruments • Understanding research in the clinical field

5. Requirements (if applicable)

5.1 For the lecture	• Classroom with at least 60 seats, computer and video projector / Online course conducted through the MS Teams platform.
5.2 For the seminar / laboratory	• Room with at least 50 seats, computer and video projector / Online seminar conducted through the MS Teams platform.

6. Specific skills acquired

	Knowledge and understanding • Understands and applies the principles of evidence-based interventions to the field of psychotherapy • Knows the basic elements of the cognitive behavioral approach to mental health and illness • Is familiar with the main schools/orientations within cognitive behavioral therapy • Is familiar with the elements of cognitive behavioral assessment and case conceptualization • Is familiar with cognitive behavioral intervention protocols for specific mental disorders **Explanation and interpretation** • Analyzes the processes underlying various mental disorders from a cognitive behavioral perspective • Explains the principles underlying cognitive behavioral intervention strategies for various disorders • Critically appraises the literature on cognitive behavioral interventions **Instrumental - applicative** • Develops the prerequisites for building competencies as clinical cognitive behavioral psychotherapist • Practices basic assessment and case formulation/conceptualization abilities
Professional skills	

	• Practices applying cognitive behavioral intervention strategies in various clinical disorders • Practices designing and conducting research in the field of cognitive behavioral therapy **Attitude** • Cultivates and expresses a responsible attitude towards mental health promotion and maintenance • Expresses and promotes professional ethics and values • Expresses continued interest in personal and professional development • Expresses critical thinking in research and clinical practice
Transversal skills	• Written and oral communication skills • Relationship and teamwork skills' • Time management skills and the management of resources • Competences in using scientific terminology in the field of clinical psychology and psychotherapy • Competences for the interdisciplinary use of knowledge and terminology in the fields of clinical psychology and psychotherapy

7. Objectives of the course (based on the grid of acquired competencies)

7.1 General objective	To offer an overall perspective of cognitive behavioral psychotherapy, evidence supporting and intervention protocols and strategies for various disorders.
7.2 Specific objectives	• Acquainting students with the basic theories and principles of the cognitive behavioral approach • Acquainting students with the principles and strategies of cognitive behavioral assessment and case formulation/conceptualization • Acquainting students with cognitive behavioral intervention protocols and strategies for various mental disorders • Developing research capabilities in the field of cognitive behavioral therapy

8. Content

8.1 Lecture	Teaching strategies	Remarks
1. The cognitive behavioral approach. Fundamentals **Keywords**: principles of cognitive behavioral therapy	Lecture, demonstrative example, synthesis of knowledge, guided discovery	

2. Waves and Schools of cognitive behavioral therapy I **Keywords**: evolution, history of cognitive behavioral therapy	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
3. Waves and Schools of cognitive behavioral therapy II **Keywords**: evolution, history of cognitive behavioral therapy	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
4. Assessment and case formulation/ conceptualization in cognitive behavioral therapy **Keywords**: assessment strategies, role of case formulation	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
5. Cognitive strategies in cognitive behavioral therapy **Keywords:** thought records, Socratic dialogue, behavioral experiments	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
6. Behavioral strategies in cognitive behavioral therapy **Keywords:** behavior analysis, exposure, relaxation	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
7. Experiential strategies in cognitive behavioral therapy **Keywords:** role play, imagery	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
8. Cognitive behavioral therapy for depression I **Keywords:** depression, cognitive strategies, behavioral strategies, experiential strategies, protocol	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
9. Cognitive behavioral therapy for depression II	Lecture, demonstrative example, synthesis of knowledge, guided discovery	

Keywords: depression, cognitive strategies, behavioral strategies, experiential strategies, protocol, suicide		
10. Cognitive behavioral therapy - the transdiagnostic approach **Keywords:**, cognitive strategies, behavioral strategies, experiential strategies, protocol	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
11. Cognitive behavioral therapy for youths psychopathology I **Keywords:** youths mental health, cognitive strategies, behavioral strategies, experiential strategies, protocol	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
12. New directions in cognitive behavioral therapy **Keywords:** technology,cognitive strategies, behavioral strategies, experiential strategies, protocol	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
13. Cognitive behavioral therapy for anxiety disorders I **Keywords:** generalized anxiety, cognitive strategies, behavioral strategies, experiential strategies, protocol	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
14. Cognitive behavioral therapy for anxiety disorders II **Keywords:** generalized anxiety, cognitive strategies, behavioral strategies, experiential strategies, protocol	Lecture, demonstrative example, synthesis of knowledge, guided discovery	

Mandatory references:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders.*

Barlow, D. H., Farchione, T. J., Sauer-Zavala, S., Murray Latin, H., Ellard, K. K., Bullis, J. R., Bentley, K. H., Boettcher, H. T., & Cassiello-Robbins, C. (2018). Unified protocol for transdiagnostic treatment of emotional disorders: Therapist guide (2nd ed.). Oxford University Press. https://doi.org/10.1093/med-psych/9780190685973.001.0001Beck, A. T. (2008). The evolution of the cognitive model of depression and its neurobiological correlates. American journal of psychiatry, 165(8), 969-977.Beck, J. S. (2011). *Cognitive behavioral therapy. Basics and beyond* (2rd Ed.). The Guilford Press.

David, D., Lynn, S. J., & Montgomery, G. H. (Eds.). (2018). *Evidence-based psychotherapy: The*

state of the science and practice.

David, O. A., & David, D. (2019). Managing distress using mobile prescriptions of psychological pills: A first 6-month effectiveness study of the PsyPills app. *Frontiers in psychiatry*, *10*, 201. Doi: https://doi.org/10.3389/fpsyt.2019.00201.

David, O. A., & David, D. O. (2022). How can we Best Use Technology to Teach Children to Regulate Emotions? Efficacy of the Cognitive Reappraisal Strategy Based on Robot Versus Cartoons Versus Written Statements in Regulating Test Anxiety. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*. Doi: https://doi.org/10.1007/s10942-021-00440-0. View full text here

David, O. A., & Fodor, L. A. (2023). Are gains in emotional symptoms and emotion-regulation competencies after the REThink therapeutic game maintained in the long run? A 6-month follow-up. *European Child & Adolescent Psychiatry*, *32*(10), 1853-1862.

David, O. A., & Fodor, L. A. (2023). Preventing mental illness in children that experienced maltreatment the efficacy of REThink online therapeutic game. *NPJ digital medicine*, *6*(1), 106.

David, O. A., Cardos, R. A. I., & Matu, S. A. (2019). Changes in irrational beliefs are responsible for the efficacy of the REThink therapeutic game in preventing emotional disorders in children and adolescents: mechanisms of change analysis of a randomized clinical trial. *European Child and Adolescent Psychiatry, 28*(3), 307-318. Doi: https://doi.org/10.1007/s00787-018-1195-z.

David, O. A., Cardoş, R. A., & Matu, S. (2019). Is REThink therapeutic game effective in preventing emotional disorders in children and adolescents? Outcomes of a randomized clinical trial. *European child & adolescent psychiatry*, *28*, 111-122.

David, O. A., Costescu, C., Cardos, R. & Mogoase, C. (2020). How Effective are Serious Games for Promoting Mental Health and Health Behavioral Change in Children and Adolescents? A Systematic Review and Meta-analysis. Child Youth Care Forum. Doi: https://doi.org/10.1007/s10566-020-09566-1.

David, O. A., Magurean, S., & Tomoiagă, C. (2022). Do Improvements in Therapeutic Game-Based Skills Transfer to Real Life Improvements in Children's Emotion-Regulation Abilities and Mental Health? A Pilot Study That Offers Preliminary Validity of the RET hink In-game Performance Scoring. *Frontiers in Psychiatry*, *13*, 828481.

David, O. A., Tomoiagă, C., & Fodor, L. A. (2024). Gamified Assessment of the Emotion-Regulation Abilities in Youths: Validation of the REThink Online Game-Based Assessment System. *Games for Health Journal*.

Dobson, D., & Dobson K. S. (2009). *Evidence-based practice of cognitive-behavioral therapy*. The Guilford Press.

Dobson, K. S. (2010). *Handbook of cognitive behavioral therapies* (2rd Ed.). Guilford Press.

Fifth edition. (DSM-5). APA.

Leahy, R. L., Holland, S. J., & McGinn, L. K. (2011). Treatment plans and interventions for depression and anxiety disorders. Guilford press

Rodrigues, M., Junkes, L., C Appolinario, J., & E Nardi, A. (2024). Mindfulness-Based Cognitive Therapy for Treatment-Resistant Depression: A protocol for a systematic review and meta-analysis. *medRxiv,* 2024-06.

Tomoiagă, C., Gheorghiu, R., & David, O. A. (2024). Usability of an ecological momentary assessment app for mood evaluation in young adults – the moodwheel app. *Journal of*

Evidence-Based Psychotherapies, *24*(1), 135-143

Optional references:

Clark, D. A., & Beck, A. T. (2010). Cognitive theory and therapy of anxiety and depression: Convergence with neurobiological findings. *Trends in Cognitive Sciences, 14*, 418-424.

David, D. O., Matu, S. A., Podina, I. R., & Predatu, R. M. (2019). Future research directions for REBT. *Advances in REBT: Theory, practice, research, measurement, prevention and promotion*, 121-146.

Fairburn, C. (2008). *Cognitive behavior therapy of eating disorders.* The Guilford Press. Freeman, A. & Oster, C. L. (1998). Cognitive therapy and depression. In V. E. Caballo (Ed.) *International handbook of cognitive behavioral treatments for psychological disorders.* Elsevier.

Goodheart, C. D., Kazdin, A. E., & Sternberg, R. J. (2006) *Evidence-based psychotherapy. Where practice ad research meet*. American Psychological Association.

Hayes, S. C., Strosahl, K. D., & Wilson, K. D. (2003). *Acceptance and commitment therapy. An experiential approach to behavior change*. The Guilford Press.

Farmer, R. F., & Chapman, A. L. (2008). *Behavioral interventions in cognitive behavioral therapy. Practical guidance for putting theory into action*. American Psychological Association.

Lam, D. H., Jones, S. H., & Hayward, P. (2010). *Cognitive therapy for bipolar disorder. A therapist's guide to concepts, methods and practice*. (2nd Ed). Wiley-Blackwell.

Linehan, M. M. (1993). *Cognitive-behavioral treatment of borderline personality disorder.* The Guilford Press.

Neenan, M., & Dryden, W. (2006). *REBT in a nutshell.* Sage.

O'Donohue, W. T., Fisher, E. J., & Hayes, S. C. (2003). *Cognitive behavior therapy: Applying empirically supported techniques in your practice.* John Wiley & Sons.

Pearson, J. (2008): *The case formulation approach to cognitive-behavior therapy.* New York: Guilfod.

Sperry, L., & Sperry, J. (2016). *Cognitive behavior therapy of DSM-5 personality disorders*. Routledge.

Wells, A. (2004). Cognitive therapy for social phobia. In F. Bond & W. Dryden (Eds.). *Handbook of brief cognitive behaviour therapy.* John Wiley and Sons.

Wezel, A., Dobson, K. S., & Hays, P. A. (2016). *Cognitive Behavioral Therapy Techniques and Strategies.* American Psychological Association.

Links:
- http://www.nice.org.uk/
- http://www.nimh.nih.gov/index.shtml
- https://div12.org/psychological-treatments/

8.2 Seminar / laboratory	Teaching strategies	Remarks
1. Case formulation/conceptualization in cognitive behavioral therapy. Case examples **Keywords**: cognitive formulation/conceptualization, role	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
2. The therapeutic alliance in cognitive behavior therapy. Case examples **Keywords**: therapeutic alliance, role	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
3. Cognitive strategies in cognitive behavioral therapy. Case examples **Keywords:** thought records, socratic dialogue	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
4. Behavioral strategies in cognitive behavioral therapy. Case examples **Keywords:** behavioral experiments, behavioral modifications	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
5. Experiential strategies in cognitive behavioral therapy. Case examples **Keywords:** imagery, relaxation	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
6. Cognitive behavioral therapy with children and adolescents **Keywords:** children, adolescents, intervention protocols	Presentation, knowledge synthesis, conceptual clarification, group activities, guided discovery, practical activities	
7. Digital cognitive behavioral interventions for youths **Keywords:** children, adolescents, college students Digital interventions	Presentation, knowledge synthesis, conceptual clarification, group activities, Guided discovery, practical activities	

Mandatory references:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders.*

Barlow, D. H., Farchione, T. J., Sauer-Zavala, S., Murray Latin, H., Ellard, K. K., Bullis, J. R., Bentley, K. H., Boettcher, H. T., & Cassiello-Robbins, C. (2018). Unified protocol for transdiagnostic treatment of emotional disorders: Therapist guide (2nd ed.). Oxford University Press. https://doi.org/10.1093/med-psych/9780190685973.001.0001

Di Giuseppe, R., & David, O. A. (2015). Rational emotive behavior therapy. In *Counseling and Psychotherapy with Children and Adolescents: Theory and Practice for School and Clinical Settings, Fifth Edition*, 155-215

David, O. A., & David, D. (2019). Managing distress using mobile prescriptions of psychological pills: A first 6-month effectiveness study of the PsyPills app. *Frontiers in psychiatry*, *10*, 201. Doi: https://doi.org/10.3389/fpsyt.2019.00201.

David, O. A., & David, D. O. (2022). How can we Best Use Technology to Teach Children to Regulate Emotions? Efficacy of the Cognitive Reappraisal Strategy Based on Robot Versus Cartoons Versus Written Statements in Regulating Test Anxiety. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*. Doi: https://doi.org/10.1007/s10942-021-00440-0. View full text here

David, O. A., & Fodor, L. A. (2023). Are gains in emotional symptoms and emotion-regulation competencies after the REThink therapeutic game maintained in the long run? A 6-month follow-up. *European Child & Adolescent Psychiatry*, *32*(10), 1853-1862.

David, O. A., & Fodor, L. A. (2023). Preventing mental illness in children that experienced maltreatment the efficacy of REThink online therapeutic game. *NPJ digital medicine*, *6*(1), 106.

David, O. A., Cardos, R. A. I., & Matu, S. A. (2019). Changes in irrational beliefs are responsible for the efficacy of the REThink therapeutic game in preventing emotional disorders in children and adolescents: mechanisms of change analysis of a randomized clinical trial. *European Child and Adolescent Psychiatry, 28*(3), 307-318. Doi: https://doi.org/10.1007/s00787-018-1195-z.

David, O. A., Cardoș, R. A., & Matu, S. (2019). Is REThink therapeutic game effective in preventing emotional disorders in children and adolescents? Outcomes of a randomized clinical trial. *European child & adolescent psychiatry*, *28*, 111-122.

David, O. A., Costescu, C., Cardos, R. & Mogoase, C. (2020). How Effective are Serious Games for Promoting Mental Health and Health Behavioral Change in Children and Adolescents? A Systematic Review and Meta-analysis. Child Youth Care Forum. Doi: https://doi.org/10.1007/s10566-020-09566-1.

David, O. A., Magurean, S., & Tomoiagă, C. (2022). Do Improvements in Therapeutic Game-Based Skills Transfer to Real Life Improvements in Children's Emotion-Regulation Abilities and Mental Health? A Pilot Study That Offers Preliminary Validity of the RET hink In-game Performance Scoring. *Frontiers in Psychiatry*, *13*, 828481.

David, O. A., Tomoiagă, C., & Fodor, L. A. (2024). Gamified Assessment of the Emotion-Regulation Abilities in Youths: Validation of the REThink Online Game-Based Assessment System. *Games for Health Journal*.

Leahy, R. L., Holland, S. J., & McGinn, L. K. (2011). Treatment plans and interventions for

depression and anxiety disorders. Guilford press

Tomoiagă, C., Gheorghiu, R., & David, O. A. (2024). Usability of an ecological momentary assessment app for mood evaluation in young adults – the moodwheel app. *Journal of Evidence-Based Psychotherapies*, *24*(1), 135-143

Optional references:

Goodheart, C. D., Kazdin, A. E., & Sternberg, R. J. (2006) *Evidence-based psychotherapy. Where practice ad research meet*. APA.

Farmer, R. F., & Chapman, A. L. (2008). *Behavioral interventions in cognitive behavioral therapy. Practical guidance for putting theory into action*. American Psychological Association.

Foa, E. B., Hembree, E. A., & Olasov Rothbaum, B. (2007*). Prolonged exposure therapy for PTSD. Emotional processing of traumatic experiences.* Therapist guide. Oxford University Press.

Kendall, P. C. (2006). *Child and adolescent therapy. Cognitive behavioral procedures*. (3rd Ed).The Guilford Press.

Neenan, M., & Dryden, W. (2006). *REBT in a nutshell.* Sage.

O'Donohue, W. T., Fisher, E. J., & Hayes, S. C. (2003*). Cognitive behavior therapy: Applying empirically supported techniques in your practice.* John Wiley & Sons.a

Pearson, J. (2008): *The case formulation approach to cognitive-behavior therapy.* Guilford Press. Sperry, L., & Sperry, J. (2016). *Cognitive behavior therapy of DSM-5 personality disorders*. Routledge.

Wezel, A., Dobson, K. S., & Hays, P. A. (2016). *Cognitive Behavioral Therapy Techniques and Strategies.* American Psychological Association.

Links:
- http://www.nice.org.uk/
- http://www.nimh.nih.gov/index.shtml
- https://div12.org/psychological-treatments/

9. Correlations between the content of the course and the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

The proposed lecture and seminar offer central topics in fundamental and applied research in cognitive behavioral therapy, and their approach is based on the most recent results in the literature. The course also offers state of the art research skills that are transferable to any scientific and applied field of knowledge.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Weight in the final grade

10.4 Course	Demonstrating knowledge of the course material and the ability to operate with it	Written exam	50%

10.5 Seminar / laboratory	Demonstrating understanding of the learned content and the capacity to apply it to practice	Portfolio activities	50%

10.6 Minimum passing score 50% in the written exam
    Minimum 70% presence in the seminars in order to enter the exam

The final grade consists of:
    a. score obtained in the written exam in proportion of 50%
    b. Portfolio activities in proportion of 50%

Date: September 2024

Signature of the teacher in charge of the lecture

Signature of the teacher in charge of the seminar

Approval date in the department

Signature of the Head of the department /director