SYLLABUS

Cognitive Behavioral Therapies

University year 2025-2026

1. Information regarding the programme

1.1. Higher education institution	Babeş-Bolyai University of Cluj-Napoca
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 programme/Qualification	Psychologist
1.7. Form of education	

2. Information regarding the discipline

2.1. Name of the discipline	Cognitive Behavioral Therapies			Discipline code	**PLE1534**
2.2. Course coordinator			Oana David Professor, PhD & Cristina Tomoiaga Ph.D.		
2.3. Seminar coordinator			Vasile Sirbu		
2.4. Year of study	3	2.5. Semester	5	2.6. Type of evaluation	E	2.7. Discipline regime	DS

3. Total estimated time (hours/semester of didactic activities)

3.1. Hours per week	**3**	of which: 3.2 course	**2**	3.3 seminar/laboratory	**1**
3.4. Total hours in the curriculum	42	of which: 3.5 course	28	3.6 seminar/laborator	**14**
Time allotment for individual study (ID) and self-study activities (SA)					**hours**
Learning using manual, course support, bibliography, course notes (SA)					25
Additional documentation (in libraries, on electronic platforms, field documentation)					15
Preparation for seminars/labs, homework, papers, portfolios and essays					14
Tutorship					2
Evaluations					2
Other activities:					-

3.7. Total individual study hours	**58**
3.8. Total hours per semester	**100**
3.9. Number of ECTS credits	**4**

4. Prerequisites (if necessary)

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. Conditions (if necessary)

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

6.1. **Specific competencies acquired** [1]

<table>
<tr>
<td rowspan="4" style="writing-mode: vertical;">Professional/essential competencies</td>
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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
- 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

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<td style="writing-mode: vertical;">Transversal competencies</td>
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- 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

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6.2. Learning outcomes

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<td style="writing-mode: vertical;">Knowledge</td>
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The student knows:
- The principles of **cognitive-behavioral psychotherapies** and their application in diverse mental health disorders, ensuring that treatment strategies are supported by research and clinical evidence.
- The **basic elements of the cognitive behavioral approach**, including the relationship between thoughts, emotions, and behaviors, which underpins many mental health issues.
- The **main schools and orientations within cognitive behavioral therapy**, allowing for a comprehensive understanding of various therapeutic techniques and methodologies.
- The components of **cognitive behavioral assessment** and **case conceptualization**, which are essential for accurately diagnosing and formulating treatment plans for clients.
- Specific **cognitive behavioral intervention protocols** tailored to various mental disorders, enhancing the effectiveness of treatment approaches.

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<td style="writing-mode: vertical;">Skills</td>
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The student is able to :
- Analyze the processes underlying various mental disorders from a cognitive behavioral perspective, identifying how cognitive distortions contribute to psychological distress.
- Explain the principles that guide cognitive behavioral intervention strategies for different disorders, articulating how these methods can facilitate symptom relief and improved functioning.
- Critically appraise the literature on cognitive behavioral interventions, assessing the quality of research and its implications for clinical practice.

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[1] One can choose either competences or learning outcomes, or both. If only one option is chosen, the row related to the other option will be deleted, and the kept one will be numbered 6.

Responsibility and autonomy:	The student has the ability to work independently to obtain
	• Competencies necessary for becoming a clinical cognitive behavioral psychotherapist, including skills in assessment, case formulation, and intervention application.
	• Experience in practicing basic assessment techniques and case formulation abilities, which are crucial for effective therapy delivery.
	• Knowledge on how to design and conduct research in the field of cognitive behavioral therapy, contributing to the advancement of evidence-based practices in mental health care

7. Objectives of the discipline (outcome of the acquired competencies)

7.1 General objective of the discipline	To offer an overall perspective of cognitive behavioral psychotherapy, evidence supporting and intervention protocols and strategies for various disorders.
7.2 Specific objective of the discipline	• 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 Course	Teaching methods	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	Lecture, demonstrative example, synthesis of knowledge, guided discovery	

Keywords: depression, cognitive strategies, behavioral strategies, experiential strategies, protocol		
9. Cognitive behavioral therapy for depression II **Keywords:** depression, cognitive strategies, behavioral strategies, experiential strategies, protocol, suicide	Lecture, demonstrative example, synthesis of knowledge, guided discovery	
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	

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

8.2 Seminar / laboratory	Teaching methods	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	
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	

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9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of 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 Percentage of 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 standard of performance			

- 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:
- score obtained in the written exam in proportion of 50%
- Portfolio activities in proportion of 50%

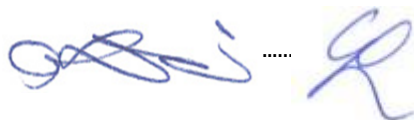**11. Labels ODD (Sustainable Development Goals)[2]**

General label for Sustainable Development

10 INEGALITĂȚI REDUSE	11 ORAȘE ȘI COMUNITĂȚI DURABILE					16 PACE, JUSTIȚIE ȘI INSTITUȚII EFICIENTE	17 PARTENERIATE PENTRU REALIZAREA OBIECTIVELOR	

Date:
29.04.2025

Signature of course coordinator

Signature of seminar coordinator

Date of approval:
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Signature of the head of department

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