SS5208: COGNITIVE-BEHAVIOURAL INTERVENTIONS

Effective Term
Semester B 2024/25

Part I Course Overview

Course Title
Cognitive-Behavioural Interventions

Subject Code
SS - Social and Behavioural Sciences

Course Number
5208

Academic Unit
Social and Behavioural Sciences (SS)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
One Semester

Credit Units
3

Level
P5, P6 - Postgraduate Degree

Medium of Instruction
Other Languages

Other Languages for Medium of Instruction
English, supplemented by Cantonese/Putonghua in live demonstration, skills rehearsal, and role-play exercises as situation requires

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract

This course provides both theoretical understanding of and practical experiences for students to use cognitive behavioral interventions in working with people with mental health problems. Upon completion of the course, students should be able to:

1. Acquire understanding of the major concepts and frameworks of cognitive behavioral interventions.

2. Develop initial skills in using cognitive behavioral interventions in assessing and working with people with mental health problems.

3. Explain and discuss the strengths and limitations of CBIs in clinical practice

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe the theoretical framework of CBIs in working with people with mental health problems	20	x		
2	Apply CBI models in assessing clients with mental health problems	20		x	
3	Apply CBTI intervention models in facilitating changes in clients with mental health problems	20		x	
4	Demonstrate initial assessment and intervention skills in working with clients with mental health problems	20			x
5	Explain and discuss the different CBI frameworks in working with people with mental health problems	20	x		

A1: Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

	LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	LTA1: Lecture	Students will engage in formal lectures to apply the theoretical foundations and practical skills of CBIs, and to critically examine the strengths and limitations of CBIs for different types of mental health problems.	1, 2, 3, 5	
2	LTA2: Video-viewing/life demonstration	Students will engage in video shows to learn the skills (i.e. selected CBT models) in assessment and intervention.	1, 2, 3	
3	LTA3: Role play	Students will participate in role play to practice CBI skills with and in front of other classmates.	2, 3, 4	
4	LTA4: Tutorials and Group presentation	Students will participate in group presentation in class a CBI model in working with a specific group of people with mental health problems.	2, 3, 4, 5	
5	LTA5: Student consultation	Students will engage in scheduled student group consultation to have more teacher-student and student-student interaction and discussion, more in-depth learning and understanding of knowledge.	2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	AT1 Group presentation Students will be broken into groups and each group will have to present a CBI model: its assessment framework and intervention skills. They have to illustrate how certain assessment and intervention skills work.	1, 2, 3, 4, 5	30	

2	AT2 Reflection paper Following AT1, all students in class will discuss and reflect on the use of online cognitive behavioural invention The presenters will then write an individual reflection paper (about 1000 words) to reflect on the insights gained through such an experience. Critical reflection of the learning experience is stressed. All papers must be submitted in English.	2, 3	20	
3	AT 3 Term paper Students have to write an individual paper of around 2500 words to examine an issue relating to CBI in working with a specific group with mental health problem. In the paper, it must include: (1) how cognitive and behavioural theories conceptualize the chosen mental health problem or issue, (2) what specific CBI assessment and intervention skills that are relevant to the chosen mental health problem or issue, and (3) what are the strengths and limitations of CBI in treating the chosen mental health problem or issue. The target group has to be different from the one that the student has presented in class. All papers must be submitted in English.	1, 2, 3, 4, 5	50	

Continuous Assessment (%)

100

Assessment Rubrics (AR)

Assessment Task

1. Group presentation (30%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Organisation and quality of material presented
- Organisation of material was logical
- Information presented was sensible/accurate
- Material presented demonstrated application and comprehension of material covered in the course
- Material presented demonstrated autonomous research effort

Excellent

(A+, A, A-) Strong evidence of achievement of the criteria

Good

(B+, B, B-) Good evidence of achievement of the criteria

Fair

(C+, C, C-) Fair evidence of achievement of the criteria

Marginal

(D) Limited evidence of achievement of the criteria

Failure

(F) Insufficient evidence of achievement of the criteria

Assessment Task

2. Reflection paper (20%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Critical reflection
- Ability to digest and critically review the comments made in class
- Ability to formulate arguments in a coherent manner
- Ability to write clearly and logically
- Ability to provide counter-arguments

Excellent

(A+, A, A-) Strong evidence of achievement of the criteria

Good

(B+, B, B-) Good evidence of achievement of the criteria

Fair

(C+, C, C-) Fair evidence of achievement of the criteria

Marginal

(D) Limited evidence of achievement of the criteria

Failure

(F) Insufficient evidence of achievement of the criteria

Assessment Task

3. Term paper (50 %) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Organisation and quality of material (50%)
· Organisation of material was
logical
· Information presented in the paper was sensible/accurate
· Material presented in the paper demonstrated application and comprehension of material covered in the course

Critical analysis (50%)
· Ability to digest and critically review the materials read
· Ability to formulate arguments in a coherent manner
· Ability to write clearly and logically
· Ability to provide counter-arguments

Excellent

(A+, A, A-) Strong evidence of achievement of the criteria

Good

(B+, B, B-) Good evidence of achievement of the criteria

Fair

(C+, C, C-) Fair evidence of achievement of the criteria

Marginal

(D) Limited evidence of achievement of the criteria

Failure

(F) Insufficient evidence of achievement of the criteria

Assessment Task

1. Group presentation (30%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Organisation and quality of material presented
· Organisation of material was logical
· Information presented was sensible/accurate
· Material presented demonstrated application and comprehension of material covered in the course
· Material presented demonstrated autonomous research effort

Excellent

(A+, A, A-) Strong evidence of achievement of the criteria

Good

(B+, B) Good evidence of achievement of the criteria

Marginal

(B-, C+, C) Fair to limited evidence of achievement of the criteria

Failure

(F) Insufficient/poor evidence of achievement of the criteria

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Assessment Task

2. Reflection paper (20%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Critical reflection
· Ability to digest and critically review the comments made in class
· Ability to formulate arguments in a coherent manner
· Ability to write clearly and logically
· Ability to provide counter-arguments

Excellent

(A+, A, A-) Strong evidence of achievement of the criteria

Good

(B+, B) Good evidence of achievement of the criteria

Marginal

(B-, C+, C) Fair to limited evidence of achievement of the criteria

Failure

(F) Insufficient/poor evidence of achievement of the criteria

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Assessment Task

3. Term paper (50 %) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Organisation and quality of material (50%)
· Organisation of material was
logical
· Information presented in the paper was sensible/accurate
· Material presented in the paper demonstrated application and comprehension of material covered in the course
Critical analysis (50%)
· Ability to digest and critically review the materials read
· Ability to formulate arguments in a coherent manner
· Ability to write clearly and logically
· Ability to provide counter-arguments

Excellent

(A+, A, A-) Strong evidence of achievement of the criteria

Good

(B+, B) Good evidence of achievement of the criteria

Marginal

(B-, C+, C) Fair to limited evidence of achievement of the criteria

Failure

(F) Insufficient/poor evidence of achievement of the criteria

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Part III Other Information

Keyword Syllabus

1.1 Understanding major CBI frameworks for different types of mental illness

Beck's Cognitive Therapy framework in understanding depression and anxiety, other CBI in conceptualizing eating disorders, personality disorders, psychosis, substance abuse and stress

1.2 CBI assessment frameworks in mental illness

Different CBI assessment frameworks for different types of mental illness, assessment skills relevant to the types of mental illness, practising the assessment skills

1.3 CBI intervention strategies for mental illness

Different CBI intervention strategies for treating different types of mental illness, practising different intervention skills

1.4 Critical reflection on the strengths and limitations of different CBIs

Strengths and weaknesses of different CBIs framework in assessing and working with different types of mental health problems, contrasting their relatives effectiveness with other clinical models such as structural family therapy for eating disorders and behaviour therapy for depression and anxiety, research evidence of different types of CBIs and other clinical approaches in treating different types of mental illness

Reading List

Compulsory Readings

	Title
1	Beck, J. S. (2020). Cognitive Behaviour Therapy: Basics and Beyond. Gilford Press.

Additional Readings

	Title
1	American Psychiatric Association (2022). Diagnostic and statistical manual of mental disorders, Text Revision, DSM-5-TR. American Psychiatric Association
2	Andersson, G. (2015). The Internet and CBT: A clinical guide. CRC Press.
3	Boswell, J. F., & Constantino, M. J. (2022). Deliberate practice in cognitive behavioral therapy. American Psychological Association
4	Josefowitz, N., Myran, D., & Segal, Z. V. (2021). CBT made simple : a clinician's guide to practicing cognitive behavioral therapy. New Harbinger Publications
5	Joyce-Beaulieu, D., & Sulkowski, M. L. (2015). Cognitive behavioral therapy in K-12 school settings : a practitioner's toolkit. Springer Publishing Company.
6	Sperry, J, & Sperry, L. (2018). Cognitive behavior therapy in counseling practice. Routledge.
7	Simos, G., & Hofmann, S. G. (2014). CBT for anxiety disorders: A practitioner book. Wiley-Blackwell.
8	Segal, Z. V., Williams, J. M. G., & Teasdale, J. D. (2013). Mindfulness-based cognitive therapy for depression (2nd ed.). The Guilford Press.
9	Wells, A., & Fisher, P. L. (2016). Treating depression: MCT, CBT, and third-wave therapies. Wiley-Blackwell.
10	Wenzel, A., Dobson, K. S., & Hays, P. A. (2016). Cognitive behavioral therapy techniques and strategies. American Psychological Association