

COURSE NAME: MHA249 Cognitive Behaviour Techniques

Credit Value: 2
Total Course Hours: 28
Prerequisite Course(s): HSP105 HSP160
Corequisite Course(s): None

COURSE DESCRIPTION

This course introduces basic concepts, methods and procedures related to cognitive behavioural therapy. Students will have the opportunity to practice and apply these skills through role-play and case study analysis.

PLAR INFORMATION

This course is not eligible for Prior Learning Assessment and Recognition.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

- 1.0 Recognize the basic concepts and principles of cognitive behavioural therapy (CBT).
 - 1.1 Review the theoretical underpinnings of CBT.
 - 1.2 Compare and contrast the cognitive behavioural approach with the medical model of mental illness and addiction.
 - 1.3 Delineate the client's contribution to CBT.
 - 1.4 Explain the counsellor's role in CBT.
 - 1.5 Delineate the connections between thoughts, emotions, and behaviours.
 - 1.6 Identify core beliefs and automatic thoughts.
- 2.0 Implement cognitive behavioural assessment and case conceptualization
 - 2.1 Explain the importance of measurement in CBT.
 - 2.2 Utilize a variety of CBT-based assessment tools
 - 2.3 Delineate the terms vulnerability, precipitant, modifier and maintaining process.
 - 2.4 Extract relevant information from case studies.
 - 2.5 Identify specific modifiers and maintaining processes.
 - 2.6 Prepare case conceptualizations based on case studies.
 - 2.7 Develop effective interventions based on case conceptualizations.
- 3.0 Apply cognitive approaches to a variety of client issues.
 - 3.1 Identify automatic negative thoughts.
 - 3.2 Utilize Socratic questioning.
 - 3.3 Use scaling questions.
 - 3.4 Implement cognitive restructuring.
 - 3.5 Apply the downward arrow technique.
 - 3.6 Use thought experiments.
- 4.0 Implement behavioural approaches used to address a variety of difficulties.
 - 4.1 Devise and execute behavioural experiments.
 - 4.2 Apply systematic desensitization.
 - 4.3 Execute behavioural activation and activity scheduling.
 - 4.4 Perform and teach relaxation techniques and breathing exercises.
- 5.0 Instruct clients in a variety of self-directed cognitive techniques.
 - 5.1 Describe a variety of self-directed techniques available to CBT practitioners.
 - 5.2 Create a thought record.
 - 5.3 Create a desensitization hierarchy.
 - 5.4 Practice cognitive behavioural techniques through role play.
 - 5.5 Implement positive self-talk and affirmations.

GENERAL EDUCATION

This is not a General Education course.

PROGRAM VOCATIONAL OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

Mental Health And Addiction Worker

1. Promote the optimal functioning of individuals and families in communities through the application of knowledge, skills, and attitudes relevant to mental health and addiction.
2. Advocate on behalf of individuals and families with mental health and addiction issues by using awareness of community resources.
3. Apply effective oral and written communication skills to enhance the quality of services.
4. Collaborate as a member of a multidisciplinary team in the implementation of individual-centred intervention strategies based on current mental health and addiction models of recovery and relapse prevention.
5. Establish effective relationships with individuals, families, and community services that adhere to professional, legal, and ethical standards and workplace policies and procedures.
6. Use effective counselling skills to promote self-efficacy and positive change with individuals and families who are experiencing mental health and addiction issues.
7. Implement personal and professional strategies to improve job performance and work relationships.
8. Use appropriate evaluation- and evidence-based research methods to enhance the effectiveness and quality of mental health and addiction service delivery.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
4. Apply a systematic approach to solve problems
5. Use a variety of thinking skills to anticipate and solve problems
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

COURSE EVALUATION

Tests 3 @ 20% = 60%

Assignments 1 @ 10% + 2 @ 15% = 40%

*To pass this course, all course work, tests/exams, and assignments must be completed satisfactorily.

PROGRAM SPECIFIC GRADING

A grade of 60% is required to pass this course.

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F - Repeat course

*For a complete detailed description please refer to the College website.

LEARNING RESOURCES

Required:

Westbrook, D., Kennerley, H., & Kirk, J. (2011). An introduction to cognitive behaviour therapy skills and applications. 2nd Ed. Sage.

Recommended:

Mind Over Mood, Greenberger and Padesky, The Guilford Press, 1995

Thoughts and Feelings, 3rd edition, McKay, Davis and Fanning, New Harbinger Publications, 2007

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

LEARNING ACTIVITIES

PowerPoint lectures, video demonstrations, role play, case studies, small group and individual activities, class discussion

DELIVERY MODE

2 hours in class for 14 weeks

ACADEMIC POLICIES

- Academic Integrity
- Academic Appeal
- Academic Attendance
- Grading and Assessment

For academic policies please see: <http://www.canadorecollege.ca/about-us/corporate-policy-manual>.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

STUDENT SUCCESS SERVICES

YOUR SUCCESS MATTERS!

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops
- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies
- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Please don't hesitate to drop by C262 or to book an appointment please call 1-705-474-7600 ext. 5205.

FIRST PEOPLES' CENTRE:

We offer a culturally safe environment where our student focused services provide you with the following CONFIDENTIAL services:

- One on one counselling
- Elder in residence
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.