



UNIVERSIDAD SAN FRANCISCO DE QUITO
SCHOOL: CIENCIAS SOCIALES Y HUMANIDAD.
COURSE: PSI 4003E - Cognitive Behavioral Therapy

COURSE DETAILS:

Credits: 3

Prerequisites: Verify prerequisites in Banner academic system.

Co requirements: The course does not have Co requirements

COURSE DESCRIPTION:

This course examines the theories and application of cognitive-behavioral treatments for a wide array of psychological disorders, and evaluates the empirical evidence related to treatment. This course is intended to provide a comprehensive overview of the current state of cognitive-behavioral therapy.

COURSE LEARNING OUTCOMES:

#	Learning Outcomes	Level
1	Describe the theory, principles, and techniques of cognitive behavioral therapy.	Medio
2	Assess the utility of various empirically supported treatment techniques.	Medio
3	Identify and assess behaviors and cognition as targets for change.	Medio
4	Apply selected empirically supported treatments techniques in clinical practice.	Medio
5	Design appropriate treatment plans.	Medio
6	Modify your treatment approached in consideration of phenomenological factors.	Medio
7	Describe the professional and ethical guidelines relevant to psychological treatment.	Medio

COURSE CONTENTS:

- Historical Introduction to Cognitive Behavioral Therapy
- Distinctions between BT, CT, CBT
- Cognitive Conceptualization, Cognitive Model
- Structure I, Structure II and Formats of sessions
- Identifying Automatic Thoughts, Cognitive Relabeling
- Identifying Emotions
- Evaluating Automatic Thoughts/ Cognitive Distortions
- Identifying and Modifying Intermediate beliefs
- Core beliefs (schemes)
- Cognitive Behavioral Techniques
- Images/ Tasks
- Completion and relapse prevention
- Issues in Therapy



METHODOLOGY FOR THE INTEGRATION OF THEORETICAL AND PRACTICAL CONTENTS:

The teaching methodology used to teach all the course at USFQ follow the liberal arts philosophy: encourage dialogue and enable the learning construction through providing opportunities for ideas exchange among teachers and students. It is expected that all the theoretical content courses explore potential applications to the professional practice and work context where students are anticipated to perform through the integration of diverse activities and simulations that foster the contextualized understanding of concepts using reality and professional practice as frames of reference.

HOURS DESCRIPTION OF APPLIED PRACTICE

If this course has declared applied practice hours (laboratories, exercises, field trips, practicums, etc.); the instructor for the theoretical element is responsible for describing how the applied practices hours will be fulfilled and assessed during the semester.

Students must pass or fail both the theoretical and application practice components simultaneously.

All courses with declared applied practice hours must provide students with a written guide detailing the requirements for fulfilling the application practice component.

COURSE ASSESSMENT:

Each instructor is responsible for creating an evaluation scheme that corresponds to the learning outcomes declared for each course. The assessment scheme should be presented in a clear and direct manner, such as a chart that indicates the assessment categories and the elements included in each category; it must indicate the total weight that each category will have on the final grade. Category weights may vary, but under no circumstance can an individual element weigh more than 25% of the final grade. For example, it is acceptable for a "Homework" category to weigh 30% if it includes three tasks that weight 10% each. However, a "Final Exam" category that weighs 30% and only includes one element would be unacceptable.

Some academic areas or specific courses have pre-established assessment parameters. In these cases, all instructors assigned to these courses must follow the pre-determined scheme.

If this course has declared applied practice hours (laboratories, exercises, field trips, practicums, etc.) the assessment of these hours must be incorporated within the course's general assessment scheme.

#	Category	Description	Percentage of final grade



MAIN BIBLIOGRAPHY:

[The main bibliography must be in library in physical or digital format]

- Beck, Judith S., Cognitive behavior therapy :, New York : Guilford Press, 2011.

COMPLEMENTARY BIBLIOGRAPHY:

[The complementary bibliography can be digital format]

POLICIES:

All students taking courses at USFQ must follow the ethics of learning, ethics of research and ethics of behavior rules detailed in the [USFQ's Code of Honor and Coexistence](#). All the general policies for the courses offered at USFQ are detailed in the Student's Manual, it can be downloaded in [Manual del Estudiante](#).

This syllabus (Syllabus) was reviewed and approved by the coordination of the academic area or department responsible, so all the parallels that are dictated must be governed by this program. If changes / adjustments to the study program are necessary, you should To the coordination of the academic area or department responsible so that the approved changes / adjustments are reflected in the system of Curricular design.'