

SYLLABUS

1. Program details

1.1 Higher education institution	West University of Timisoara
1.2 Faculty / Department	Psychology and Educational Sciences
1.3 Department	Psychology
1.4 Field of study	Psychology
1.5 Cycle of studies	Bachelor's degree
1.6 Study program / Qualification	Psychology – cognitive sciences

2. Discipline details

2.1 Discipline name	Cognitive-Behavioral Modifications						
2.2 Tenured Professor – course activities	Associate Professor Bogdan Tudor TULBURE, PhD						
2.3 Teaching Assistant – seminar activities	Associate Professor Bogdan Tudor TULBURE, PhD						
2.4 Study year	3	2.5 Semester	1	2.6 Type of assessment	E	2.7 Discipline regime	DOP
Google Classroom code	4gpp2gz7						

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

3.1 Number of hours per week	4	Of which: 3.2 course	2	3.3 seminar/laboratory	2
3.4 Total hours from the curriculum	56	Of which: 3.5 course	28	3.6 seminar/laboratory	28
Time fund distribution:					hours
Study based on the textbook, course material, bibliography, and notes					30
Additional documentation in the library, on specialist electronic platforms / in the field					20
Preparing seminars/labs, homework, papers, portfolios, and essays					15
Tutoring					2
Examinations					2
Other activities					0
3.7 Total hours of individual study	69				
3.8 Total hours per semester	125				
3.9 Number of credits (ECTS)	5				

4. Prerequisites (where necessary)

4.1 for curriculum	• Introduction in clinical cognitive sciences
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4.2 for competencies	• None
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5. Conditions (where necessary)

5.1 for conducting the course	• none
5.2 for conducting the seminar/laboratory	• none

6. Discipline objectives - expected learning outcomes to which the discipline's study and promotion contributes

Knowledge	<ul style="list-style-type: none"> ✓ Acquiring the necessary knowledge to understand and describe the main concepts of Cognitive Behavioral Therapy (CBT) and how they are used in psychological practice. ✓ Developing the ability to formulate hypotheses and operationalize key concepts from CBT to explain and interpret everyday experiences. ✓ Other specific knowledge that will be acquired within this class: a) understanding the role of case conceptualization in CBT, b) identifying the relationships between cognitions and emotions and acknowledging their role in triggering and maintaining clinical symptoms, c) acquiring several basic cognitive and behavioral intervention techniques (i.e., cognitive restructuring, behavioral experiments, exposure etc.).
Skills	<ul style="list-style-type: none"> ✓ Developing the skills to build a therapeutic relationship adapted to the specific needs of the client. ✓ Using the CBT theoretical background to ameliorate mild clinical symptoms and to formulate well-argued conclusions. ✓ Developing the ability to make a brief psychological assessment and to implement a short primary counseling scenario using the CBT principles. ✓ Developing group communication skills, and empathic interpersonal communication skills by assuming the role of a counselor in different role-plays. ✓ Developing the ability to interpret and critically evaluate different CBT intervention techniques.
Responsibility and autonomy	<ul style="list-style-type: none"> ✓ Developing the ability to work independently (or with minimal guidance) to get supplementary information (research papers, case studies, theories, best practice guides, etc.) necessary to perform a specific task within CBT. ✓ Developing the ability to reflect on personal progress as a CBT trainee. ✓ Developing the ability to differentiate between data, information, and knowledge within the CBT paradigm. ✓ Understanding the need to observe ethical/deontological guidelines and the clients' autonomy

7. Contents

7.1 Course	Teaching methods	Observations
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Theoretical foundation and the current status of cognitive behavioral therapy (CBT) (2h)	Lecture, academic controversy	The objectives and content of the course and seminar are briefly presented. The general theoretical framework of cognitive behavioral therapy is also presented. The specific principles of CBT are presented in detail Reading: Kennerley, H., Kirk, J., Westbrook, D., (2017) <i>An Introduction to Cognitive Behaviour Therapy: Skills and Applications</i> , Sage, Ch 1 (Basic Theory, Development and Current Status of CBT)
Distinctive Characteristics of CBT (2h)	Constructive controversy, debate	Detailed definition of the main characteristics of CBT Reading: Kennerley, H., Kirk, J., Westbrook, D., (2017) <i>An Introduction to Cognitive Behaviour Therapy: Skills and Applications</i> , Sage, Ch 2
The Therapeutic Relationship in CBT(2h)	Exposition, exemplification	The key role and the strategies to develop a healthy therapeutic relationship/alliance will be presented in detail Reading: Kennerley, H., Kirk, J., Westbrook, D., (2017) <i>An Introduction to Cognitive Behaviour Therapy: Skills and Applications</i> , Sage, Ch. 3
Assessment and Case Formulation (2h)	Lecture and heuristic conversation	The definition of case conceptualization, its usefulness and the obstacles in developing an accurate conceptualization will be presented Reading: Kennerley, H., Kirk, J., Westbrook, D., (2017) <i>An Introduction to Cognitive Behaviour Therapy: Skills and Applications</i> , Sage, Ch 4
Helping Clients Become Their Own Therapists (2h)	Exposition, exemplification	The importance and role of clients in managing their own emotions and in the therapeutic process will be debated Reading: Kennerley, H., Kirk, J., Westbrook, D., (2017) <i>An Introduction to Cognitive Behaviour Therapy: Skills and Applications</i> , Sage, Ch 6
Socratic Method (2h)	Lecture and heuristic conversation	The Socratic dialogue will be introduced, and the best-known ways of using it in therapy will be exemplified Reading: Kennerley, H., Kirk, J., Westbrook, D., (2017) <i>An Introduction to Cognitive Behaviour Therapy: Skills and Applications</i> , Sage, Ch 7 CBT Chatbot Applications
Intervention strategies (1): Cognitive Techniques (4h)	Explanation, examples, debate	Identifying, evaluating, and modifying negative automatic thoughts Reading: Kennerley, H., Kirk, J., Westbrook, D., (2017) <i>An Introduction to Cognitive Behaviour Therapy: Skills and Applications</i> , Sage, Ch 8 CBT Chatbot Applications

Intervention strategies (1): Behavioural Experiments (4h)	Explanation, examples, debate	Reading: Kennerley, H., Kirk, J., Westbrook, D., (2017) <i>An Introduction to Cognitive Behaviour Therapy: Skills and Applications</i> , Sage, Ch 9 CBT Chatbot Applications
Cognitive-behavioral intervention strategies in depression (2h)	Exposition, demonstration , case study	Validated and evidence-based intervention packages for major depression Reading: Kennerley, H., Kirk, J., Westbrook, D., (2017) <i>An Introduction to Cognitive Behaviour Therapy: Skills and Applications</i> , Sage, Ch 12
Wider Applications & Alternative Methods of CBT Delivery (2h)	Explanation, examples, debate	Reading: Kennerley, H., Kirk, J., Westbrook, D., (2017) <i>An Introduction to Cognitive Behaviour Therapy: Skills and Applications</i> , Sage, Ch 15, 16
Assessing CBT therapists (2h)	Constructive controversy, self-evaluation	Assessing the psychotherapist using the CBT framework Reading: <i>The Cognitive therapy scale rating manual, Revised edition</i> (2020) downloadable at www.acadamyofct.org
Ending the therapeutic process & supporting client's long-term coping (2h)	The debate, the lecture, the exemplification	End-of-therapy activities and strategies performed during therapy, before therapy ends. The role of supportive therapeutic meetings Reading: Beck, J. (2021) <i>Cognitive-Behavior Therapy: Basics and Beyond</i> , Ch. 21
References: Kennerley, H., Kirk, J., Westbrook, D., (2017) <i>An Introduction to Cognitive Behaviour Therapy: Skills and Applications</i> , Sage Leahy, R. L. (2017). <i>Cognitive therapy techniques: A practitioner's guide</i> (2nd ed.). The Guilford Press. <i>The Cognitive therapy scale rating manual, Revised edition</i> (2020) downloadable at www.acadamyofct.org Additional readings: Beck, J. (2021) <i>Cognitive-Behavior Therapy: Basics and Beyond</i> (Third Edition) The Guildford Press, NY CBT Chatbot https://chatgpt.com/g/g-67ad9d8405188191af10b374ea23b8c1-cbt-chatbot-trial-0-3		

7.2 Seminar / laboratory	Teaching methods	Observations
1. Introduction to CBT (conceptual boundaries, myths, anatomy of the therapeutic act)	Guided discussion regarding the CBT empirical status, the ABC model and the myths of CBT	Conversation starter - CBT short videos Beck, J. (2021) <i>Cognitive-Behavior Therapy: Basics and Beyond</i> , Ch 1, & 2 Trettø Sverre et al. (2023).
2. Applications regarding the conceptualization of the case	Case study, problem solving	Case Conceptualization Diagram (Beck) and other conceptualization models Beck, J. (2021) <i>Cognitive-Behavior Therapy: Basics and Beyond</i> , Ch 3

3. Therapeutic relationship	Guided discussion, Role play	Beck, J. (2021) <i>Cognitive-Behavior Therapy: Basics and Beyond, Ch 4</i>
4. Intervention techniques (1)	Case study, Heuristic conversation	Under the guidance of the teaching assistant the students will use several cognitive intervention techniques: Linking thoughts to emotions, Categorizing cognitive distortions, Cost-benefit analysis
5. Intervention techniques (2)	Case study, experiment	Under the guidance of the teaching assistant the students will use several cognitive-behavioral intervention techniques: Dysfunctional thought record, behavioral experiment, etc. CBT Chatbot Applications
6. Disputing irrational beliefs (2)	Heuristic conversation, the case study. Video presentation	Under the guidance of the teaching assistant the students will learn to identify, assess, and eventually dispute irrational thoughts. They will also learn to design a series of homework based on a case study. CBT Chatbot Applications
7. Role play: cognitive and behavioral ABC model	Role play	Starting from their own examples, students will perform a role play with the aim of identifying the antecedents, beliefs and consequences of dysfunctional emotions or behaviors

References:

Beck, J. (2021) *Cognitive-Behavior Therapy: Basics and Beyond* (Third Edition) The Guildford Press, NY

David, D., Miclea, M., Opre, A. (2004) The information Processing Approach to the Human Mind: Basics and Beyond, *Journal of Clinical Psychology*, vol. 60, no. 4, 353-368.

Leahy, R. L. (2017). *Cognitive therapy techniques: A practitioner's guide* (2nd ed.). The Guilford Press.

Marker, I. & Norton, P. J. (2018). The efficacy of incorporating motivational interviewing to cognitive behavior therapy for anxiety disorders: A review and meta-analysis, *Clinical Psychology Review*, 62, 1-10, <https://doi.org/10.1016/j.cpr.2018.04.004>.

Trettø Sverre, K., Rames Nissen, E, Farver-Vestergaard, I., Johannsen, M., Zachariae, R. (2023). Comparing the efficacy of mindfulness-based therapy and cognitive-behavioral therapy for depression in head-to-head randomized controlled trials: A systematic review and meta-analysis of equivalence, *Clinical Psychology Review*, 100, 102234, <https://doi.org/10.1016/j.cpr.2022.102234>.

CBT short videos

https://www.youtube.com/watch?v=q6aAQgXauQw&ab_channel=PsychHub
https://www.youtube.com/watch?v=ZdyOwZ4_RnI&ab_channel=PsychHub

CBT Chatbot

<https://chatgpt.com/g/g-67ad9d8405188191af10b374ea23b8c1-cbt-chatbot-trial-0-3>

8. Correlation of discipline contents with the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

This discipline aligns with the epistemic community by training students in cognitive-behavioral theories and principles for intervention and research. It reflects the expectations of professional associations for clinical psychology and psychotherapy by offering the basic premises for evidence-based practice. Also, it offers the very basic fundamentals towards licensed practice.

9. Assessment

Activity type	9.1 Assessment criteria	9.2 Assessment methods	9.3 Weight of final mark
9.4 Course	Knowledge and skills. The ability to solve a task autonomously	<p>The final evaluation for this course will consist of two compulsory assignments that students must complete and submit on the examination date agreed upon and scheduled during the exam session.</p> <p><u>First Compulsory Assignment: A multiple-choice exam</u> The first compulsory assignment consists of a multiple-choice exam designed to assess the theoretical knowledge accumulated during the semester. Preparation for passing the multiple-choice test involves studying all the chapters indicated in the course syllabus for each lecture (the questions will be drawn from all lectures/chapters of the books listed as mandatory bibliography). The test will include multiple-choice questions (one of which may be a short open-ended question). Each multiple-choice question will have 4 answer options. Students will have 1 minute available for each question.</p> <p>To ensure that scores reflect knowledge rather than chance, the exam will use a guess correction system. This prevents students from gaining points simply by guessing. The scoring system is as follows (for each 4-option multiple-choice question):</p> <ul style="list-style-type: none"> • Correct answer = +1 point • Wrong answer = -0.33 points • Omitted question = 0 points <p>The total score will be the sum of all item scores. This method ensures that random guessing does not artificially inflate results: if a student guesses on many questions, the positive points from correct guesses will be balanced by the penalty for incorrect answers. In this way, the score more accurately reflects the student's real knowledge.</p> <p>To pass the exam, students must obtain at least 50% of the total score on the multiple-choice test (i.e., at least 30 points)</p>	60%

9.5 Seminar / laboratory	The ability to correctly apply specialized theoretical knowledge in specific situations	<p><u>Second Compulsory Assignment: Seminar Portfolio</u></p> <p>The second compulsory assignment consists of completing the seminar portfolio, which includes the following three tasks:</p> <ol style="list-style-type: none"> 1. Case Conceptualization (see details below) 2. Role-play as Therapist (3–5 minutes) using a cognitive intervention technique (video recording) 3. Role-play as Therapist (3–5 minutes) using a behavioral intervention technique (video recording) <p>Case Conceptualization</p> <p>The case conceptualization must follow the classical model proposed by Beck (see Beck, J. (2021). <i>Cognitive Behavior Therapy: Basics and Beyond</i> 3rd ed. Guilford Press, NY, Ch. 3.)</p> <p>The case may involve any symptom profile of moderate clinical intensity. Students are also required to complete the Case Conceptualization Diagram with:</p> <ul style="list-style-type: none"> • Relevant childhood data • Core beliefs • Intermediate beliefs • Compensatory strategies • Three ABC models <p>All information must be submitted in a document titled: Case Conceptualization – CBT – STUDENT NAME (where <i>STUDENT NAME</i> is replaced with the student's first and last name).</p> <p>Role-Play Requirements</p> <p>To facilitate identification, each student acting as therapist must introduce themselves during the first 30 seconds using a formula such as:</p> <p>"My name is ..., I am a student at WUT, Faculty of Psychology and Educational Sciences, Program ..., year ..., and I will present a role-play using a ... (cognitive/behavioral) ... intervention technique for case ...X... (from the proposed case conceptualization)."</p> <p>The role-plays must be recorded in video format (e.g., Google Meet, Zoom, Skype) and uploaded to Google Classroom. These materials will be accessible only to the instructors for academic evaluation. Once submitted, the seminar portfolio may be carried over to subsequent evaluations.</p> <p>Attendance Requirements for Lectures and Seminars</p> <p>Attendance will be monitored via a Google Form, which will collect students' open responses to specific questions about the lecture or seminar just attended. The form will accept responses only for a limited period during the lecture or seminar.</p> <p>The following conditions must be met by each student (including those who can prove they hold an individual employment contract during the semester):</p> <ol style="list-style-type: none"> 1. Minimum attendance without additional tasks: 	40%
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		<p>At least 7 lecture attendances and 7 seminar attendances across the whole semester.</p> <p>2. Minimum attendance with additional task: At least 6 lecture attendances and 6 seminar attendances across the semester (plus the Additional Task – see below).</p> <p>3. All students who fail to meet the minimum attendance requirement at point 2 above will be invited to re-enroll in the course during the next academic year.</p> <p>Additional Task Students who have accumulated at least 6 lecture attendances and 6 seminar attendances during the semester will be invited to complete an Additional Examination Assignment.</p> <ul style="list-style-type: none"> • Format: Case study of medium difficulty (30 minutes). • Requirements: Students must propose a case conceptualization and/or a specific intervention plan and/or describe at least two intervention techniques or two personalized homework assignments for the given case. • Evaluation: The assignment will be graded PASS/FAIL. If minimum requirements are not met (i.e., the student does not achieve at least 50% of the total score), the additional task will be graded as FAIL due to suboptimal performance. 	
9.6. Exam bonus	Participating as a research subject	Participation in psychology research projects conducted by the team led by Bogdan Tudor Tulbure, PhD, may yield a bonus of 5 to 20 points. This bonus will be added to the final grade only if the student has achieved at least 50% of the original exam points.	5-20% bonus
9.7 Minimum performance standard			
<p>For each summative assessment, the minimum admissible standard for passing the exam is obtaining at least half (50%) of the score.</p> <p>All exams are based on the same grading system, with students having the option to carry forward their seminar portfolio grade, or to submit a new portfolio for each examination. The multiple-choice test, however, represents a mandatory requirement for each examination.</p>			
<p>Course Policy on AI Use</p> <p>Artificial intelligence (AI) is becoming an important tool in education, research, and professional practice. In this course, AI is <i>encouraged</i> as a possible strategy designed to support your learning, help you generate ideas, and refine your work. At the same time, your grade should reflect your own knowledge, skills, and critical thinking. For this reason, any use of AI must be acknowledged. Being transparent about when and how you use AI is not a disadvantage—it shows that you are able to use modern tools responsibly and ethically, while still making your personal contribution.</p> <p>Permitted Uses You may use AI tools in this course for purposes such as:</p> <ul style="list-style-type: none"> ✓ Generating clinical cases ✓ Developing case conceptualizations ✓ Practicing counseling and psychotherapy skills (e.g., through simulated dialogues) ✓ Refining writing (improving clarity, grammar, and style) 			

- ✓ Generating new ideas or conceptual frameworks
- ✓ Creating images, diagrams, or graphs for assignments or presentations
- ✓ Organizing information or enhancing presentations

Important: AI is meant to *support* your work, not replace your own effort, creativity, or critical thinking.

Documentation Requirements

To maintain transparency and academic integrity, you must explicitly acknowledge any use of AI in your submitted work. This can be done:

1. In a footnote, or
2. In a separate section (e.g., after the References).

Your acknowledgment must include:

- ✓ The *type of AI tool used*
- ✓ The *role it played* in your assignment
- ✓ (If possible) the *prompt(s)* used and a *link or screenshot* of the AI interaction

Examples:

- ✓ “The images in this assignment were generated using [AI system name] to illustrate the concept of ...”
- ✓ “The text was refined using [AI system name] to improve grammar and clarity of arguments.”

Consequences of Improper Use

AI use is considered *improper* if it replaces, rather than supports, your personal contribution. Specifically:

- If your work is completed almost entirely by AI, or shows little evidence of personal effort, it will be considered *non-compliant* with academic requirements.
- In such cases, the evaluation will be *negative*, and the grade will reflect the lack of individual contribution.

This policy ensures that AI is used *responsibly, transparently, and in ways that enhance your learning*, in line with current academic standards (Baron, 2024; Hamed & Wu, 2024; Nature, 2024).

Footnote:

*This syllabus has been partially developed with the assistance of **ChatGPT (OpenAI)**. The tool was used to (a) translate selected sections from Romanian to English, (b) improve the clarity and structure of task descriptions, and (c) generate example system prompts for the **CBT chatbot** that will be used during lectures and seminars. All content has been reviewed, edited, and finalized by the course instructor to ensure accuracy, appropriateness, and alignment with course objectives.*

Date of completion:

15.09.2025

Tenure teacher:

Bogdan-Tudor TULBURE, Ph.D.

Assoc. Prof

Date of approval in the department

Head of Department:

Delia VÎRGĂ, Ph.D.

Professor