Perth Bible College

C7191 Cognitive Behavioural Therapy and Dialectical Behaviour Therapy (INT)

Trimester One, 2025

Teaching Staff:

Name:	Amy Bain
Position & Qualifications:	Adjunct Lecturer, M.Coun
Email:	abain@pbc.wa.edu.au
Consultation times:	By appointment

C7191 Cognitive Behavioural Therapy and Dialectical Behaviour Therapy (INT)

Trimester One, 2025

Credit value: 9 credit points

Mode of study: Intensives on PBC campus and online via Zoom

Pre-requisite units: Nil

Co-requisite units: Nil

Units excluded: Nil

Scheduled times and Venues:

CBT Intensive with lecturer Dr David Michie:
Friday 7th March, 9:30 am – 4 pm (WAST)
Saturday 8th March, 9:30 am – 2 pm (WAST)
Venue: PBC lecture Room A16
Check Moodle for Google Meet login information.

DBT Intensive with counselling clinician Amy Bain:
Friday 28th March, 9:30 am – 4 pm (WAST)
Saturday 29th March, 9:30 am – 2 pm (WAST)
Venue: PBC lecture Room A16
Check Moodle for Google Meet login information.

Teaching Staff:

	Name:	Dr David Michie
	Position & Qualifications:	Adjunct Lecturer, M.Coun
	Email:	abain@pbc.wa.edu.au
	Consultation times:	By appointment

Learning Management System: PBC Online (Moodle)

Workload:	Total Workload for unit:	143 hours
	Allocation of Workload:	32 hours at lectures and 111 hours engaged with other learning activities, assessable & non-assessable tasks.

Background and Context

CBT has been foundational modality for the understanding and practice of counselling both in the secular field and amongst Christian theorists and practitioners. DBT has expanded the repertoire of CBT, developing a more holistic approach. Both remain critical tools for any counselling practice.

Curriculum Objectives

This course unit provides students with an opportunity to focus at an introductory level on an area of study, **Cognitive Behavioural Therapy and Dialectical Behaviour Therapy** within a discipline or subdiscipline that is not available elsewhere in the curriculum. It is designed to present a general overview of a contemporary or emergent issue or theme of current concern to Christian life, ministry or theology.

Contribution to Graduate Attributes

Graduate attributes are the generic qualities expected to be attained by graduates of a course, regardless of content or area of specialisation. These attributes relate to both the general course level and the distinctives of the discipline in which the unit is located. This unit contributes to the attainment of the Course Outcomes in alignment with the distinctives of the Specific Discipline Outcomes, as follows:

Specific Discipline Outcomes / Course Outcomes	recognize the key features of traditional and contemporary forms of ministry practice	articulate a biblically and theologically based expression of significant principles of christian life and ministry	develop performative skills relevant to specified church ministry practices	develop strategies for competent practice and leadership in church-based and/or para-church service
develop a broad and coherent body of biblical and theological knowledge	✓			
develop skills to review, analyse and act on information in the exercise of critical thinking and judgement			✓	

		✓		
communicate a clear, coherent and independent exposition of knowledge and ideas		✓		
exercise initiative and judgement in planning, problem solving and decision making in ministry practice and/or scholarship			✓	✓

Contribution to Award

The unit forms part of the SCD awards at AQF Level 7.

The unit serves as an introductory Elective unit in a specified Discipline (whose Discipline Code will be applied upon registration). It may form part of a Major or Sub-major in the designated Discipline or stand as an Elective unit within the overall structure of the award.

The unit contributes to these awards by:
- introducing a coherent body of knowledge related to a contemporary or emergent issue or theme of current concern to Christian life, ministry or theology.
- developing the technical skills of critical analysis pertinent to the issue or theme
- providing opportunities for communicating and applying specialised knowledge creatively in Christian living and ministry.

Learning Outcomes

At the end of this course unit, students should be able to:

1. Evaluate key theoretical assumptions of the prominent cognitive behavioural therapies, and explore their similarities and differences

2. Assess client needs through the interviewing process and formulate a CBT Case and DBT Conceptualisation and therapy plan.

3. Organise and structure therapy sessions to establish a collaborative relationship between client and therapist, facilitating meaningful self-discoveries that contribute to change.

4. Engage in critical self-reflection regarding their experience and use of cognitive behavioural therapies within a counselling session.

5. Integrate and apply distinct CBT theories, processes and strategies in a client directed manner.

Content and Learning Activities

1. Introduction and foundations of cognitive behavioural therapies, including CBT, DBT, ACT and Schema
2. Fundamental principles and skills of CBT and DBT, and their practical application within a counselling relationship
3. Cognitive behavioural assessment techniques and case conceptualisation skills
4. Integration of distinct cognitive behavioural approaches alongside a Christian worldview
5. Cognitive behavioural skills for a range of client presentations, including anxiety, low mood, anger management.

Learning Resources

Essential Texts

Beck, J. S. (2011). *Cognitive Behavior Therapy, Second Edition: Basics and Beyond.* The Guildford Press.

Dimeff, L. and Koerner, K. (Eds.) (2007). *Dialectical Behavior Therapy in Clinical Practice: Applications across Disorders and Settings*. New York: Guilford.

Recommended Texts

The following textbooks may also be referred to.

Dobson, Keith S., Dozois, David J.A., (Eds.). (2019). *Handbook of cognitive-behavioral therapies*. New York: The Guilford Press.

Edelman, S. (2017). Change your thinking (3rd ed.). HarperCollins.

Harris, Russ (2019). *ACT Made Simple: An Easy-To-Read Primer on Acceptance and Commitment Therapy*. Oakland, CA: New Harbinger Publications.

Josefowitz, N., & Myran, D. (2015). *CBT Made Simple: A Clinician's Guide to Practicing Cognitive Behavioral Therapy*. New Harbinger Publications.

Kennerley, H., Kirk, J., & Westbrook, D. (2017). *An introduction to Cognitive Behaviour Therapy: Skills and applications* (3rd ed. rev.). Sage Publications.

Koerner, K. (2012). *Doing Dialectical Behavioral Therapy*. New York: Guilford Press.

Linehan, Marsha. (1993). *Cognitive-behavioral treatment of borderline personality disorde*r. New York: The Guilford Press.

Linehan, Marsha (1993). *Skills Training Manual for Treating Borderline Personality Disorder*. Guilford Press.

McKay, M., Wood, J.C. & Brantley, J. (2007). *The Dialectical Behavior Therapy Skills Workbook*. New Harbinger Publications.

Pederson, L. (2017). *The Expanded Dialectical Behavior Therap Skills Training Manual. Second Edition*. PESI Publishing.

Ramnero, J. & Torneke, N. (2008). *The ABC's of Human Behavior: Behavioral Principles for the Practicing Clinician*. Oakland: New Harbinger Publications, Inc.

Riggenbach, J. (2012). *The CBT Toolbox: A Workbook for Clients and Clinicians*. PESI Publishing.
Rollnick, Stephen, Miller, William R., Butler, Christopher C. (2008). *Motivational interviewing in health care: helping patients change behavio*r. New York: Guilford Press.

Van Dijk, S. (2013). *DBT Made Simple: A Step-by-Step Guide to Dialectical Behavior Therapy*. New Harbinger Publications.

Online Resources

PBC Online Library

Assessment

All students must complete all assessment requirements as set, and conform with SCD Policy requirements.

Assessments tasks are designed both to help students attain the unit outcomes and to enable teachers to assess student attainment. In this unit, assessment of student achievement with respect to the Unit Outcomes will be based on:

Assessment Schedule

Type of Assessment Task	Value (%)	Date due	Unit Learning Outcome(s) assessed
Compare and contract CBT and DBT, evaluating similarities, differences, strengths and weaknesses. Outline how you would structure therapy sessions and determine which modality would best suit your clients needs.	35%	Week 8	1,2,3
Provide both a CBT and DBT Conceptualisation and therapy plan for a client. Assess which plan would best suit your client's needs outlining key assumptions of both therapies.	35%	Week 10	1,2,3
Reflected integration of distinct CBT or DBT theories, process and strategies in a Counselling session.	30%	Week 11	3,4,5

Detailed information on assessment tasks and assessment standards

Assessment 1 ESSAY – 1750 Words, Due week 8
1. Compare and contrast CBT and DBT
2. Outline how you would structure a therapy session
3. Evaluate similarities, differences, strengths and weaknesses.
4. Outline how you would determine which modality would best suit your clients needs.

Assessing Criteria Rubric (100 Points):

Evaluate key theoretical assumptions of prominent cognitive behavioural therapies (Outcome 1) - 30 Points
- **Excellent (27-30 Points)**: Demonstrates an in-depth understanding of cognitive behavioural theory; provides a comprehensive examination of similarities and differences.
- **Good (21-26 Points)**: Shows a solid understanding cognitive behavioural theory; examination is thorough with minor gaps in support.
- **Satisfactory (15-20 Points)**: Basic understanding of cognitive behavioural theory; provides a general examination but lacks depth or detail.
- **Needs Improvement (0-14 Points)**: Limited or incorrect understanding of cognitive behavioural theory; lacks meaningful examination.

Assessing client needs and formulating case conceptualisation (Outcome 2) - 30 Points
- **Excellent (27-30 Points)**: Extensively discusses how to assess client needs, formulates thorough and detailed case conceptualisation therapy plans.
- **Good (21-26 Points)**: Adequately discusses how to assess client needs and provides a good case conceptualisation; may lack depth or breadth in comparison.
- **Satisfactory (15-20 Points** Provides limited analysis and basic case conceptualisation.
- **Needs Improvement (0-14 Points)**: Insufficient or incorrect referencing of models; lacks comparative analysis.

Structure Therapy Sessions (Outcome 3) - 30 Points
- **Excellent (27-30 Points)**: Provides a detailed explanation of how to structure therapy sessions and the importance of establishing a collaborative therapy alliance.

- **Good (21-26 Points)**: Offers a clear evaluation with some insightful critiques; generally well-supported by research.
- **Satisfactory (15-20 Points)**: Provides a basic evaluation with minimal insights or research support.
- **Needs Improvement (0-14 Points)**: Limited or incorrect evaluation; lacks depth and research support.

Writing Quality and references - 10 Points
- **Excellent (9-10 Points)**: Writing is clear, concise, and well-organized; references are excellent.
- **Good (7-8 Points)**: Writing is mostly clear with minor errors in grammar or organization. References are good.
- **Satisfactory (5-6 Points)**: Writing is understandable but may have some errors or organizational issues. References are satisfactory.
- **Needs Improvement (0-4 Points)**: Writing is unclear or poorly organized; multiple grammatical or syntactical errors. References are poor.

Assessment 2 ESSAY - 1750 Words, Due week 10
1. Provide a CBT case conceptualisation
2. Provide a DBT case conceptualisation
3. Assess which plan would best suit your client's needs

Assessing Criteria Rubric (100 Points):

Evaluate key theoretical assumptions of prominent cognitive behavioural therapies (Outcome 1) - 30 Points
- **Excellent (27-30 Points)**: Demonstrates an in-depth understanding of cognitive behavioural theory; provides a comprehensive examination of similarities and differences.
- **Good (21-26 Points)**: Shows a solid understanding cognitive behavioural theory; examination is thorough with minor gaps in support.
- **Satisfactory (15-20 Points)**: Basic understanding of cognitive behavioural theory; provides a general examination but lacks depth or detail.
- **Needs Improvement (0-14 Points)**: Limited or incorrect understanding of cognitive behavioural theory; lacks meaningful examination.

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- **Excellent (27-30 Points)**: Extensively discusses how to assess client needs, formulates thorough and detailed case conceptualisation therapy plans.
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- **Good (21-26 Points)**: Offers a clear evaluation with some insightful critiques; generally well-supported by research.
- **Satisfactory (15-20 Points)**: Provides a basic evaluation with minimal insights or research support.
- **Needs Improvement (0-14 Points)**: Limited or incorrect evaluation; lacks depth and research support.

Writing Quality and references - 10 Points
- **Excellent (9-10 Points)**: Writing is clear, concise, and well-organized; references are excellent.
- **Good (7-8 Points)**: Writing is mostly clear with minor errors in grammar or organization. References are good.
- **Satisfactory (5-6 Points)**: Writing is understandable but may have some errors or organizational issues. References are satisfactory.
- **Needs Improvement (0-4 Points)**: Writing is unclear or poorly organized; multiple grammatical or syntactical errors. References are poor.

Assessment 3 – PRACTICUM REFLECTION - 1500 Words, Due week 11
Submit a reflective paper based on classroom practicum and role-plays conducted during intensives, or in counselling opportunities you have been involved in while doing this course.
1. Outline distinct elements of CBT or DBT theories recognised and/or used,
2. Outline distinct CBT or DBT processes and strategies recognised and/or used.
3. Reflect on Christian integration of these elements.

Reflect on what you have learnt as a practitioner and what you would like to further develop

Assessing Criteria Rubric (100 Points):

Structure Therapy Sessions (Outcome 3) - 30 Points
- **Excellent (27-30 Points)**: Provides a detailed explanation of how to structure therapy sessions and the importance of establishing a collaborative therapy alliance.
- **Good (21-26 Points)**: Offers a clear evaluation with some insightful critiques; generally well-supported by research.
- **Satisfactory (15-20 Points)**: Provides a basic evaluation with minimal insights or research support.
- **Needs Improvement (0-14 Points)**: Limited or incorrect evaluation; lacks depth and research support.

Engage in critical self-reflection (Outcome 4) - 30 Points
- **Excellent (27-30 Points)**: Provides a critical reflection regarding personal experiencing using this modality in therapy.
- **Good (21-26 Points)**: Offers a clear reflection with some insightful critiques; generally well-supported by research.
- **Satisfactory (15-20 Points)**: Provides a basic reflection with minimal insights or research support.
- **Needs Improvement (0-14 Points)**: Limited or incorrect evaluation; lacks depth and research support.

Integrate and apply cognitive theories (Outcome 5) - 30 Points
- **Excellent (27-30 Points)**: Provides a detailed explanation of how to integrate theory into practice.
- **Good (21-26 Points)**: Offers a clear evaluation of how to integrate theory into practice. .
- **Satisfactory (15-20 Points)**: Provides a basic of how to integrate theory into practice
- **Needs Improvement (0-14 Points)**: Limited or incorrect evaluation; lacks depth and research support.

Writing Quality and references - 10 Points
- **Excellent (9-10 Points)**: Writing is clear, concise, and well-organized; references are excellent.
- **Good (7-8 Points)**: Writing is mostly clear with minor errors in grammar or organization. References are good.
- **Satisfactory (5-6 Points)**: Writing is understandable but may have some errors or organizational issues. References are satisfactory.
- **Needs Improvement (0-4 Points)**: Writing is unclear or poorly organized; multiple grammatical or syntactical errors. References are poor.

Course Unit Revision

Updated on 2024-02-08

Extension Policy

Students must submit all assignments by the due dates set by the lecturer and published in the course unit profiles.

Late Penalty

Late assignments without an approved extension will attract an automatic penalty deduction of 5% of the marks available for the item of assessment for every day (including weekends and holidays), or part thereof, beyond the date and time of submission (or any extension granted).

Assignments submitted without an approved extension beyond 10 days after the due date will receive a zero mark and NOT be annotated by the lecturer.

Example:

Student submits an assignment worth 50 marks 4 days late.
Total mark available=50
Penalty: 4 days late = 5% of 50x4 = 10 mark penalty
The student's original mark is 40.
Final mark =40-10=30

Grounds for Extension

An extension of an assignment's due date may be granted on the following grounds: medical illness (certified by Medical Certificate); extreme hardship; and compassionate grounds.

In such cases an extension of up to 28 days may be granted without penalty but only if requested before the assignment due date. The student should submit an "Application for Extension" including supporting documentation to the Member Institution for authorising and signing by the Lecturer / Registrar /Academic Secretary prior to the due date. The student will

then be informed of the result of the request.

In extreme cases, extensions beyond 28 days may be granted. Such extensions must be applied for in writing, including supporting documentation, to the Teaching Body setting out the extreme circumstances. The Teaching Body's appropriate committee will consider such an unusual extension and notify the student of the outcome in writing.

If the unit assessment includes an examination and an extension is granted arrangements will be made for an alternative examination to be given to the student within the extension period.

Plagiarism

Plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use or paraphrasing of another person's work, and the inappropriate unacknowledged use of another person's ideas. For more information on plagiarism and other forms of academic misconduct refer to the SCD Handbook.

SCD Academic Board has mandated that Studiosity is the only online study assistance permitted within the SCD. Studiosity is supplied free of charge to SCD students, and it can be accessed through [INSERT ACCESS, e.g. the MI Learning Management System.]

Intellectual Property

The Course Unit Outline from which this Course Unit Booklet is derived is the property of the Sydney College of Divinity. The particular interpretation, amplification, and extension of the Course Unit Outline that expresses the theological values of the Member Institution and meets the needs of its stakeholder are the property of the Member Institution.