

COURSE SYLLABUS

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	Graduate: MSc Clinical Interventions in Addictions		
COURSE CODE	KPE-03	SEMESTER	1 st
COURSE TITLE	Lab: Cognitive Behavioral Therapy in Addictions		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5.0
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Skills Development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
<p>The aim of the course is to provide knowledge regarding cognitive-behavioral interventions in addictions and to train participants in basic methods and techniques for the application of these interventions (both individual and group) to adolescents and adults facing issues of substance use, abuse, and addiction, as well as behavioral addictions. During this course, postgraduate students will have the opportunity to learn the basic principles and concepts of Cognitive-Behavioral Therapy (CBT), cognitive conceptualization, cognitive case formulation, and the clinical application of CBT to addictions. Furthermore, the impact of third-wave CBT approaches (e.g., Schema Therapy, Mindfulness-Based Cognitive Therapy, etc.) in the development of individual and group programs of psychological intervention and treatment in addictions will be discussed and analyzed. During the course, lectures are combined with case study presentations, educational videos as well as simulations/role plays. The postgraduate students are thus familiarized with cognitive rationale and conceptualization, cognitive-behavioral assessment, the therapeutic process of CBT (cognitive and behavioral techniques), as well as the importance of the therapeutic relationship in the CBT of addictions.</p>
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p>

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
<ul style="list-style-type: none"> • Adapting to new situations • Decision-making • Working independently • Team work • Project planning and management • Respect for difference and multiculturalism • Respect for the natural environment • Showing social, professional and ethical responsibility and sensitivity to gender issues • Criticism and self-criticism 	

(3) COURSE OUTLINE

<ul style="list-style-type: none"> • Introduction to cognitive-behavioral approaches and their associations to addictions • Cognitive-behavioral therapy (CBT): basic principles and rationale • Cognitive conceptualization • Cognitive-behavioral assessment and case formulation • Therapeutic framework and structure in CBT • The therapeutic relationship in CBT • Cognitive and behavioral techniques in CBT: Part I: Cognitive techniques • Cognitive and behavioral techniques in CBT: Part II: Behavioral techniques • Application of CBT in psychotropic substance dependence • Application of CBT in behavioral addictions • Developments in CBT: the 'third wave' of cognitive psychotherapies (i.e. Schema Therapy, Mindfulness-Based Therapy, etc.) • Applications of the third wave of cognitive psychotherapies to addictions
--

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of power point, videos, e-learn platform	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-</i>	Activity	Semester workload
	Lectures	39 hours (13 lectures x 3 hours) – 1.60 ECTS
	Individual literature study, preparation of weekly reflective reports	35 hours – 1.40 ECTS
	Case Study and Critical Review writing up	50 hours – 2 ECTS
	Course total	125 hours – 5 ECTS

<p><i>directed study according to the principles of the ECTS</i></p>	
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple-choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The total score (100%) in the course will be calculated as follows:</p> <ul style="list-style-type: none"> • 20% from students' presence and active participation, preparation of personal study during the semester through the assignment of small projects (e.g., case study preparation, role-playing, participation in reflective questions, etc.). • 30% from the case study assignment: Students are required to develop a CBT case formulation and its connection to the therapeutic intervention regarding a case study that the postgraduate student chooses to present in class and discuss in his/her final paper (up to 2500 words). The paper is framed with theoretical background and current research data regarding CBT. • 50% of the literature review paper that the postgraduate student will write on a topic of his/her choice which relates to the application of CBT (individual or group) in addictions (up to 5000 words).

(5) BIBLIOGRAPHY

- Suggested bibliography:

1. Beck, J. (2016) Introduction to Cognitive-Behavioral Therapy (Edited by G. Simos). Patakis Publications.
2. Gena, A. (2007). Theory and Practice of Behavioural Analysis. Athens: Gutenberg Publications.
3. Dryden, W. (ed.) (2020). *Cognitive-Behavioural Therapies*. Athens: Pedio Publications.
4. Kalantzi-Azizi, A. & Sofianopoulou, A. (Eds.) (2016). Cognitive-Behavioral Therapy for Children and Adolescents. Athens: Pedio.
5. Liese, B.S. & Beck, A.T. (2022). *Cognitive-Behavioral Therapy of Addictive Disorders*. New York: The Guilford Press.
6. Newman, C.F. (2017). *Essentials of competence in cognitive-behavioral therapy: Developing an Effective and Capable Cognitive-Behavioral Therapist* (Eds. P. Roussis, M. Kosmidou). Athens: Gutenberg.
7. Westbrook, D., Kennerley, H., & Kirk, J. (2012). *Introduction to Cognitive Behavioral Therapy: Techniques and Applications* (Eds. A. Kalantzi-Azizi, K. Efthymiou). Athens: Pedio.
8. Young, J.E., Klosko, J.S., & Weishaar, M.E. (2013). *Schema Therapy: A Practitioner's Guide* (Eds. G. Simos). Athens: Patakis.
9. Selected scientific articles uploaded on e-learn published in journals from the field of CBT, such as Behavior Therapy, Cognitive and Behavioral Practice, Behavioral and Cognitive Psychology, International Journal of Cognitive Therapy, etc. as well as journals from the field of Addictions, such as Addiction, International Journal of Mental Health and Addiction Psychology of Addictive Behaviors Drug and Alcohol Dependence, Journal of Substance Abuse Treatment, etc.