



MODULE SPECIFICATION

Code: USPJV8-10-M **Title:** Fundamentals of Cognitive Behavioural Therapy **Version:** 1

Level: M **UWE credit rating:** 10 **ECTS credit rating:** 5

Module type: Standard

Owning Faculty: Health and Life Sciences **Department:** Psychology

Faculty Committee approval: Quality and Standards Committee **Date:** May 2011

Approved for Delivery by: N/A

Valid from: September 2011 **Discontinued from:**

Pre-requisites:
None

Co-requisites:
None

Entry Requirements:
Degree in psychology or related discipline OR professional qualification in counselling at diploma level or above, mental health nursing or similar

Excluded Combinations:
None

Learning Outcomes:

The student will be able to:

Demonstrate knowledge and understanding of the contribution of research that informs CBT within primary mental health care

Demonstrate knowledge and understanding of the principles of CBT and the evidence base for the application of CBT techniques

Demonstrate knowledge and understanding of professional and ethical issues related to using CBT in culturally diverse and changing communities

Demonstrate understanding of the need for collaboration with the client/service user in primary mental health care

Critically analyse current theoretical developments in cognitive behavioural therapy and its relationship to practice

Synthesise complex and competing information currently used within cognitive behavioural therapy in an innovative manner

Practise as 'scientist practitioners', advancing their knowledge and understanding and develop new skills to a high level

Syllabus Outline:

The Module will explore key theoretical concepts derived from the work of Beck and Ellis, with consideration of on-going development within the field. Trainees will learn to construct, in collaboration

with clients, Cognitive-Behavioural case formulations towards providing an account of the onset and maintenance of mental health problems, with particular attention to the relationship between cognition, behaviour, and emotion. The core therapeutic competencies needed for the practice of Cognitive Behavioural Therapy, including attention to therapeutic processes and the application of a range of interventions, will also be developed.

Teaching and Learning Methods:

Teaching methods will include interactive lectures and discussion, formative experiential exercises, and DVD demonstration of therapeutic practice. Skills acquisition is fostered through experiential work, including some opportunity for the application of CBT processes to self, supporting both personal and professional development.

Trainees are also expected to engage in self-directed study towards assimilating and extending their knowledge.

Reading Strategy:

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

Indicative Reading List:

Recommended Learning Support Materials

Essential Reading

Sanders, D & Wills, F. (2005). Cognitive therapy: An introduction. Sage.

Westbrook, D., Kennerley, H., Kirk, J. (2007). An introduction to cognitive behaviour therapy: Skills & applications. Sage.

Wills, F. (2008). Skills in cognitive behaviour therapy. Sage.

Recommended Reading.

Beck, A.T., Rush, A.J., Shaw, B. and Emery, G. (1979) Cognitive Therapy for Depression. NY: Guilford Press

Beck, A.T. and Emery, G. (1985). Anxiety Disorders and Phobias: a Cognitive Perspective. N.Y: Basic Books

Beck, J (1995) Cognitive Therapy Basics and Beyond NY: Guilford Press

Bennet-Levy, J. (2010). Oxford guide to low intensity CBT interventions. Oxford University Press.

Burns, D. (1989). The Feeling Good Handbook. New York: Penquin.

Gilbert, P & Leahy, R. L. (Eds.). (2007). The therapeutic relationship in the cognitive behavioural psychotherapies. London: Routledge.

Grant, A et al (2010) Cognitive Behavioural Therapy in Mental Health Care 2nd edition. London: Sage

Hays, P.A., Iwamasa, G. (2006). (Eds.). Culturally responsive cognitive-behaviour therapy: assessment, practice and supervision. Washington, DC: American Psychological Association.

Kinsella, P and Garland, A (2008) Cognitive Behavioural Therapy for Mental Health Workers: A Beginner's Guide. East Sussex: Routledge

Kuyken, W., Padesky, C.A. & Dudley, R. (2009) Collaborative Case Conceptualisation. New York: Guilford Press

Leahy, R. (2003). Cognitive therapy techniques: a practitioner's guide. New York: Guilford Press

Padesky, C., Greenberger, D. (1995). Mind Over Mood. New York: Guilford

Persons J.B. (1989) Cognitive Therapy in practice: A case formulation approach New York: Guilford Press

Simmons, J. & Griffiths, R. (2009) Cognitive behavioural therapy for beginners. London: Sage

Tribe, R. & Morrissey, J. (Eds.). (2005). Handbook of professional and ethical practice. London: Brunner-Routledge

Young, J.E., Klosko, J.S., Weishaar, M.E. (2003). Schema Therapy: A Practitioner's Guide. New York: Guilford Press.

In addition to these general texts students will be advised about specific texts and relevant journal articles and are encouraged to do their own literature searches around the syllabus content.

Assessment:

Weighting between components A and B (standard modules only) A: 25% B: 75%

FIRST ATTEMPT

First Assessment Opportunity

Component A (<i>controlled</i>)	Element Wt (Ratio)
Description of each element	(<i>within Component</i>)
EX1 Exam (1 hour) Assessment Period 1	<i>Final Assessment</i> 1

Component B	Element Wt (Ratio)
Description of each element	(<i>within Component</i>)
CW1 Essay (3000 words)	1

Second Assessment Opportunity (Resit) further attendance at taught classes is not required

Component A (<i>controlled</i>)	Element Wt (Ratio)
Description of each element	(<i>within Component</i>)
EX2 Exam (1 hour) Assessment Period 3	<i>Final Assessment</i> 1

Component B

Description of each element
CW2 Essay (3000 words)

Element Wt (Ratio)
(within Component)

1

EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is not required.

Specification confirmed by**Date**
(Associate Dean/Programme Director)