University of the West of England
BRISTOL

MODULE SPECIFICATION

Code: USPJV9-20-M   **Title:** Problem Specific Cognitive-Behavioural Therapy   **Version:** 1

Level: M   **UWE credit rating:** 20   **ECTS credit rating:** 10

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:**

Contributes towards: MSc Psychological Therapies (Cognitive Behavioural Therapy)

Pre-requisites:
        None

Co-requisites:
        None

Entry requirements:
        Degree in psychology or related discipline OR counselling qualification at diploma level or above

Excluded combinations:
        None

Learning outcomes:
The student will be able to:

- Practise evidence-based CBT for anxiety disorders creatively and with good clinical outcomes in a variety of settings
- Demonstrate a critical understanding of the phenomenology, diagnostic classifications and epidemiological characteristics of a range of anxiety disorders
- Develop and deliver CBT-specific evidence-based treatments for a range of anxiety disorders and more complex presentations
- Demonstrate enhanced ethical practice through a critical awareness of own values, beliefs and attitudes with sensitivity to diversity issues
- Communicate and work effectively across professional and interagency boundaries
- Interpret and evaluate the impact and application of legislation and policy on Cognitive Behavioural Therapy practice
- Demonstrate self-direction and originality in tackling and solving therapeutic problems
- Sustain and build a commitment to lifelong learning through evaluating own academic and professional development needs in the current context of primary mental health practice

Syllabus outline:
This module introduces students to CBT evidence based models and protocols for a range of anxiety disorders beginning with a transdiagnostic model of anxiety disorder to understand common elements across disorders. They will learn to use disorder specific clinical measures and be introduced to the DSM when they will learn about diagnostic classifications and differential diagnosis as well as the phenomenology and epidemiological characteristics of anxiety disorders. Assessment, formulation, treatment planning and relapse prevention will be covered for each disorder. In addition students will learn how to work effectively with exposure based treatments and how to differentiate them from behavioural experiments. The module will equip students to critically evaluate the evidence base and

become familiar with the most recent research underpinning anxiety disorder treatment models including complex and comorbid presentations. All learning will be embedded within a culture of diversity and inclusion and students will be invited to reflect on their own attitudes and assumptions when working with anxiety disorders.
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Teaching and learning methods:
Interactive lectures, small group discussion, formative experiential exercises, live demonstration of skills, DVD demonstration of therapeutic practice, role play of client issues, CBT skills practice.

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 Library. 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 I, 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: (see guidance notes)

Essential Reading:
Beck, A. T. & Emery, G. (1985) *Anxiety Disorders and Phobias. A Cognitive Perspective.* US: Basic Books

Bennett-Levy, J., Butler, G., Fennell, M., Hackmann, A., Mueller, M. & Westbrook, D. (Eds) (2004) *Oxford Guide to Behavioural Experiments in Cognitive Therapy* Oxford:OUP

Clark D.M. (2005) A cognitive perspective on social phobia in W. Ray., Crozier, & L.L. Alden *The Essential Handbook for Social Anxiety for Clinician.* Chichester: John Wiley Clark, D.M. & Salkovskis,

P.M. (1991) Cognitive Therapy for panic disorder. *Journal of Cognitive Therapy* 5, 215 – 226

Dugas, M.J & Robichaud M. (2007) *Cognitive-Behavioral treatment for Generalized Anxiety Disorder. From Science to Practice.* New York: Routledge

Ehlers, A. & Clark, D.M. (2000) A Cognitive Model of Posttraumatic Stress Disorder. *Behaviour Research and Therapy* 38, 319-345

Foa E.B. & Rothbaum B.A. (1998) *Treating the trauma of rape: cognitive behavioural therapy for PTSD* New York: Guilford Press

Kozak, MJ, Foa, EB (1997) *Mastery of Obsessive Compulsive Disorder: A cognitive behavioural approach (Therapist Guide)* Oxford:OUP

Wells, A (1997) *Cognitive Therapy of anxiety disorders: a practice manual and conceptual guide* Chichester: Wiley

Recommended Reading:
Clark, D.A. & Beck, A.T. (2010) *Cognitive Therapy of Anxiety Disorders. Science and Practice* NY: Guilford Press

Craske, M.G., Antony, M. & Barlow, D.H. (2006) (2nd Edn) *Mastering your Fears and Phobias. Therapist Guide.*

Salkovskis, P. M. (Ed) (1996) *Frontiers of Cognitive Therapy.* New York: Guilford press

Salkovskis, P.M. & Bass, C. (1997) Hypochondriasis In D.M.Clark, & G. Fairburn *Science and Practice of Cognitive Behaviour Therapy.* Oxford: OUP

Zinbarg, R.E., Craske, M.G. & Barlow, D.H. (2006) (2nd Edn) *Mastery of your anxiety and worry. Therapist Guide.* New York: OUP (Ebook in library

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%

ATTEMPT 1

First Assessment Opportunity (Sit)
Component A
Description of each element	**Element weighting**
CW1 Presentation	1

Component B
Description of each element		**Element weighting**
CW2 Case Study	**FINAL ASSESSMENT**	1

Second Assessment Opportunity (Resit) (further attendance at taught classes is not required)
Component A
Description of each element	**Element weighting**
CW3 Presentation	1

Component B
Description of each element		**Element weighting**
CW4 Case Study	**FINAL ASSESSMENT**	1

EXCEPTIONAL SECOND ATTEMPT (Retake): Attendance at taught classes is not required.

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