



University of the  
West of England

## MODULE SPECIFICATION

**Code:** USPJVA-20-M    **Title:** Professional Practice Portfolio in Cognitive Behavioural Therapy  
**Version:** 1

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

**Module type:** Professional Practice

**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:**  
N/A

**Excluded Combinations:**  
None

### Learning Outcomes:

The student will be able to:

Practise evidence-based cognitive behavioural therapy (CBT) creatively and with good clinical outcomes, in a variety of settings

Develop CBT-specific treatment plans for depression, anxiety and more complex presentations

Demonstrate enhanced ethical practice through a critical awareness of own values, beliefs and attitudes and 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 developmental needs in the current context of primary mental health practice

Demonstrate ability to manage self, own leadership style and collaborative ways of working, through seeking ongoing supervision

### Syllabus Outline:

This module gives trainees opportunities to practice cognitive behavioural therapy skills in a supportive environment where they will receive feedback from peers and tutors. Trainees will learn practise key stages of the therapy, including agenda setting, formulation, thought identification and challenging, with

an emphasis on maintenance of change and using the relationship to engage clients and overcome difficulties. They will practise CBT in response to anxiety and depression presentations and have opportunity to evaluate and respond to challenges in their client work.

### 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, placement/work place client work and supervision.

### 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:

Grant, A. (2008). *Assessment and case formulation in CBT*. L.A; London: Sage.

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

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

House, R. and Loewenthal, D. (2008). *Against and for CBT: towards a constructive dialogue*. PCCS Books.

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

Milne, A. (2008) *Cognitive behaviour therapy*. London: Teach Yourself.

Neenan, M. (2006). *Cognitive therapy in a nutshell*. London: Sage.

Neenan, M. & Dryden, W. (2006). *Rational emotive therapy in a nutshell*. London: Sage.

Padesky, C., Greenberger, D. (1995). *Clinician's guide to mind over mood*. New York: Guilford.

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

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

Williams, C. & Chellingsworth, M. (2010). CBT: a clinician's guide to using the five areas approach. London: Hodder Arnold.

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

Bor, R., & Watts, M. (Eds.). (2003). The trainee handbook: A guide for counselling and psychotherapy trainees. London: Sage.

Hawkins, P., & Shohet, R. (2002). Supervision in the helping professions: An individual, group and organizational approach (2nd Ed.). Buckingham: Open Univ. 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: P/F B: 100%**

**FIRST ATTEMPT**

**First Assessment Opportunity**

**Component A** (*controlled*)

Description of each element

CW1 Professional Practice Portfolio

**Element Wt (Ratio)**

(*within Component*)

*Final Assessment* 1

**Component B**

Description of each element

CW2 Process Report

**Element Wt (Ratio)**

(*within Component*)

1

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

**Component A** (*controlled*)

Description of each element

CW3 Professional Practice Portfolio

**Element Wt (Ratio)**

(*within Component*)

*Final Assessment* 1

**Component B**

Description of each element

CW4 Process Report

**Element Wt (Ratio)**

(*within Component*)

1

**EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is not required.**

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