



MODULE SPECIFICATION

Code: USPJVE-10-M **Title:** Third Wave 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 counselling qualification at diploma level or above

Excluded Combinations:
None

Learning Outcomes:

The student will be able to:

Consider critically new theoretical developments in CBT

Develop CBT Third Wave practice to include new developments in the field (third wave approaches).

Consider critically the philosophical basis of CBT and the evidence base for the application of CBT interventions

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

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

Demonstrate an ability to adapt CBT sensitively, and to ensure equitable access for people from diverse cultures and with different values.

Demonstrate self-direction and originality in considering client/service user problems

Syllabus Outline:

The module introduces new developments in CBT with particular emphasis on 'third wave' approaches. Such approaches challenge some of the assumptions of earlier classical models of CBT, and explicitly focus on the tension between acceptance and change. There is also more emphasis on older traditions of meditation, mindfulness and personal values in the process of therapy. Students will develop awareness of how to facilitate clients to acknowledge unhelpful ways of thinking and behaving and to develop more helpful ways of being using mindfulness, acceptance and compassionate mind training.

Teaching and Learning Methods:

Interactive lectures, discussion, formative experiential exercises, DVD demonstration of therapeutic practice, live demonstration, skills practice, role play.

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:

Herbert, J.D. & Forman, E.M. (eds.) (2011). *Acceptance and mindfulness in cognitive behavioural therapy: understanding and applying the new therapies*. Hoboken, NJ:Wiley.

Gilbert, P. (2010). *Compassion focused therapy: distinctive features*. London: Routledge.

Hayes, S., Follette, V. & Linehan, M. (eds.) (2004). *Mindfulness and acceptance: expanding the cognitive-behavioural tradition*. NY: Guilford Press.

Recommended Reading:

Germer, C. K. (2009). *The mindful path to self-compassion: freeing yourself from destructive thoughts and emotions*. New York; London:Guilford Press.

Gilbert, P. (2010). *The compassionate mind*. London: Constable.

Mace, C. (2008). *Mindfulness and mental health: therapy, theory and science*. London: Routledge.

Crane, R. (2008). *Mindfulness-based cognitive therapy*. London: Routledge.

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 (*controlled*)

Description of each element

EX1 Exam (1 hour) Assessment Period 1

Element Wt (Ratio)

(*within Component*)

Final Assessment 1

Component B

Description of each element

CW1 Case study (3000 words)

Element Wt (Ratio)

(*within Component*)

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

Component A (*controlled*)

Description of each element

EX2 Exam (1 hour) Assessment Period 3

Element Wt (Ratio)

(*within Component*)

Final Assessment 1

Component B

Description of each element

CW2 Case study (3000 words)

Element Wt (Ratio)

(*within Component*)

EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is not required.

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