



University of the  
West of England

BRISTOL

## MODULE SPECIFICATION

**Code:** USPJVD-10-M    **Title:** Cognitive Behavioural Therapies for Complex and Enduring Problems  
**Version:** 1

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

**Module type:** Standard

**Owning Faculty:** Health and Life Sciences                      **Field:** 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:

- Consider critically the philosophical basis of CBT and the evidence base for the application of CBT interventions
- Consider critically theoretical developments in CBT as applied to complex and enduring mental health conditions
- Develop CBT-specific treatment plans for severe mental health problems including psychosis, bipolar disorder, personality disorder and severe depression
- Synthesise complex and competing information currently used within cognitive behavioural models and protocols in an innovative manner to treat complexity and comorbidity
- Develop the ability to transfer knowledge of CBT models, protocols and principles to other complex presenting disorders
- 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
- Demonstrate enhance ability to manage self, own leadership style and collaborative ways of working, through seeking ongoing supervision

### Syllabus outline:

The module introduces students to severe and complex mental health disorders. The will cover assessment, diagnostic classification and differential diagnosis and learn how to formulate complex and severe clinical presentations. They will also learn when CBT is contraindicated for specific conditions. Current and seminal evidence based approaches will be taught and students will have opportunities to develop their skills in implementing models, protocols and techniques within a safe and supportive environment. There is an emphasis on students developing their own metacompetences in practice to

enable them to synthesise their learning to treatment applications beyond the scope of the module.

**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 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, J.S. (2005). *Cognitive therapy for challenging problems: What to do when the basics don't work*. New York: Guilford

Beck, A.T., Freeman, A., Davis, D. and Assoc. (2004). *Cognitive therapy of personality disorders, 2nd ed.* New York: Guilford.

Kingdon, D., & Turkington, D. (2006). *Cognitive-Behavioral Therapy of Schizophrenia*. New York: Guilford Press

Lam, D.H., Jones, S.H. & Hayward, P. (2010) *Cognitive Therapy for Bipolar Disorder*. Chichester: Wiley Blackwell

Moore, R.G. & Garland, A. (2003) *Cognitive Therapy for Chronic and Persistent Depression*. Chichester: Wiley

Tarrier, N. (Ed) (2006) *Case Formulation in Cognitive Behaviour Therapy. The Treatment of Complex and Challenging Cases*. London: Routledge

Van Bilson, H (2011) *CBT for Personality Disorder* London: Sage

Recommended Reading:

Barlow, D.H. (Ed) (2010) *Clinical Handbook of Psychological Disorders. A Step by Step Treatment Manual*. New York: Guilford Press (4<sup>th</sup> Edn)

Layden, M.A., Newman, C.F., Freeman, A., & Morse, S.B. (1993). *Cognitive therapy of borderline personality disorder*. Boston: Allyn & Bacon.

Linehan, M. (1993) *Cognitive-Behavioral Treatment of Borderline Personality Disorder*. NY: Guilford Press

Kingdon, D., Turkington, D., & Weiden, P. (2006). Cognitive Behavior Therapy for Schizophrenia. *American Journal of Psychiatry*. 163 (3), 365-373.

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**

**EX1 Exam (1 hour) Assessment Period 1 FINAL ASSESSMENT**

**Element weighting**

**1**

**Component B**

**Description of each element**

**CW1 Case study (3000 words)**

**Element weighting**

**1**

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

**Component A**

**Description of each element**

**EX2 Exam (1 hour) Assessment Period 3 FINAL ASSESSMENT**

**Element weighting**

**1**

**Component B**

**Description of each element**

**CW2 Case study (3000 words)**

**Element weighting**

**1**

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

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