



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
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| Module Title | Third Wave Cognitive Behavioural Therapy | | | | |
| Module Code | USPJU9-15-M | Level | M | Version | 1 |
| Owning Faculty | Health and Life Sciences | Field | Health and Social Sciences | | |
| Contributes towards | MSc Cognitive Behavioural Therapy PGDip Cognitive Behavioural Therapy | | | | |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 | Module Type | Standard |
| Pre-requisites | None | | Co- requisites | None | |
| Excluded Combinations | N/A | | Module Entry requirements | | |
| Valid From | Sept 2013 | | Valid to | Sept 2019 | |

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| CAP Approval Date | 24 May 2013 |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Consider critically new theoretical developments in CBT (Component A & B) 2. Develop CBT practise to include new developments in the field (third wave approaches). (Component B) 3. Consider critically the philosophical basis of CBT and the evidence base for the application of CBT interventions (Component A & B) 4. Synthesise complex and competing information currently used within cognitive behavioural therapy in an innovative manner. (Component A & B) 5. Develop CBT-specific treatment plans for depression, anxiety and more complex presentations (Component B) 6. Demonstrate enhanced ethical practice through a critical awareness of own values, and attitudes with sensitivity to diversity issues (Component B) 7. Demonstrate self-direction and originality in considering client/service user problems (Component B) |
| Syllabus Outline | <p>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</p> |

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| | <p>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.</p> |
| Contact Hours/Scheduled Hours | The module involves 24 hours of scheduled contact time |
| Teaching and Learning Methods | <p>Scheduled learning includes interactive lectures, DVD and live demonstration, discussion, experiential exercises, skills practice</p> <p>Independent learning includes hours engaged with essential reading, assignment preparation and completion.</p> |
| Reading Strategy | <p>Core readings</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further readings</p> <p>Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>Access and skills</p> <p>Support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.</p> |
| Indicative Reading List | <p>Essential Reading</p> <p>Herbert, J.D. & Forman, E.M. (eds.) (2011). Acceptance and mindfulness in cognitive behavioural therapy: understanding and applying the new therapies. Hoboken, NJ:Wiley.</p> <p>Gilbert, P. (2010). Compassion focused therapy: distinctive features. London: Routledge.</p> <p>Hayes, S., Follette, V. & Linehan, M. (eds.) (2004). Mindfulness and acceptance: expanding the cognitive-behavioural tradition. NY: Guilford Press.</p> <p>Recommended Reading.</p> <p>Germer, C. K . (2009). The mindful path to self-compassion: freeing yourself from destructive thoughts and emotions. New York; London:Guilford Press.</p> <p>Gilbert, P. (2010). The compassionate mind. London: Constable.</p> <p>Mace, C. (2008). Mindfulness and mental health: therapy, theory and science. London: Routledge.</p> <p>Crane, R. (2008). Mindfulness-based cognitive therapy. London: Routledge.</p> <p>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</p> |

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| | the syllabus content. |
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Part 3: Assessment

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| Assessment Strategy | <p>The module is assessed by an in class test (25% of module marks) that is used to assess students' understanding of key aspects of Third Wave therapies.</p> <p>It is also assessed by a 3000 word client case study (75% of the module) This requires students to demonstrate deeper learning and to show their abilities to apply Third Wave therapies to their work with clients.</p> <p>Within the taught sessions students have opportunities for formative assessment and feedback by completing experiential exercises that demonstrate key aspects of Third Wave approaches.</p> <p>Students' work is assessed according to learning outcomes and M level marking scheme.</p> |
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| Identify final assessment component and element | | | | | |
| % weighting between components A and B (Standard modules only) | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50%;">A:</td> <td style="width: 50%;">B:</td> </tr> <tr> <td style="text-align: center;">25</td> <td style="text-align: center;">75</td> </tr> </table> | A: | B: | 25 | 75 |
| A: | B: | | | | |
| 25 | 75 | | | | |

First Sit

| Component A (controlled conditions) Description of each element | Element weighting (as % of component) |
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| 1. In class test | 25% |
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| Component B Description of each element | Element weighting (as % of component) |
| 1. CW essay (client case study) | 75% |
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Resit (further attendance at taught classes is not required)

| Component A (controlled conditions) Description of each element | Element weighting (as % of component) |
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| 1. Exam | 25% |
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| Component B Description of each element | Element weighting (as % of component) |
| 1. CW essay (client case study) | 75% |
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If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.