



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Principles of Cognitive Behavioural Therapy				
Module Code	UZZSP5-15-3	Level	3	Version	1
Owning Faculty	Health and Life Sciences	Field	Mental Health and Learning Disabilities		
Contributes towards	BSc (Hons) Nursing, BSc(Hons) Specialist Practice BSc(Hons) Professional Studies BSc(Hons) Integrated Professional Development MSc Advanced Practice MSc Specialist Practice MSc Public Health MSc Integrated Professional Development				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	9 May 2013
--------------------------	------------

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a comprehensive knowledge of the major concepts of Cognitive Behavioural Therapy (Component A) • Describe the relationship between Cognitive Behavioural Therapy principles and practice (Component A) • Analyse and conceptualise problems from a Cognitive Behavioural perspective (Component A) • Critically appraise the strengths and limitations of the main theoretical models and assumptions underpinning Cognitive Behavioural Therapy, with reference to evidence-based practice(Component A) • Discuss the use of Cognitive Behaviour Therapy with diverse client groups • Explore the possibilities for integration of Cognitive Behavioural Therapy with other treatment approaches (Component A) • Develop a case-formulation, defining psychological problems from a Cognitive Behavioural perspective (Component A) • Apply generic Cognitive Behavioural methods of assessment and session structure (Component A) • Apply a range of Cognitive Behavioural techniques to address common

	<ul style="list-style-type: none"> difficulties with behaviour or mood (Component A) Reflect upon the application of Cognitive Behavioural Therapy to self, towards personal and professional development (Component A) 																									
Syllabus Outline	<p>Theoretical and Philosophical Bases The cognitive, cognitive-behavioural and rational-emotive, behavioural therapy models; the role of cognition with the individuals experience; the relationship between cognitions, feelings and behaviour.</p> <p>Assessment Techniques The application of Cognitive Behaviour Therapy to the assessment process; data collection; use of assessment scales, referral criteria; diagnosis and client suitability.</p> <p>Treatment Approaches Contracts: the planning of the treatment; the use of the therapeutic relationship; collaboration; cognitive strategies, integration with and relationship to the medical model-based approach; ethical and legal issues including the role of clinical supervision.</p> <p>Outcome Measurement Evaluation of research studies into Cognitive Behaviour Therapy; comparisons between Cognitive Behaviour Therapy and other psychotherapeutic and medical treatment approaches.</p>																									
Contact Hours/Scheduled Hours	36 hours of contact time																									
Teaching and Learning Methods	<p>A variety of approaches will be used which may include:</p> <ul style="list-style-type: none"> Practice experience Simulation Clinical skills TEL Workshops & Masterclass Lectures and Seminars Enquiry based learning Person centred focused learning (Case Based) Role play and supervision 																									
KIS Data	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>Coursework: Assignment</p>	Key Information Set - Module data					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
Key Information Set - Module data																										
<i>Number of credits for this module</i>																										
				15																						
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																						
150	36	114	0	150																						

Total assessment of the module:				
Written exam assessment percentage				
Coursework assessment percentage				100%
Practical exam assessment percentage				
				100%

Reading Strategy

Core readings:

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 a 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.

Further readings:

All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.

Access and skills:

Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. Additional 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.

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. *Current* advice on additional reading will be available via the module guide or Blackboard pages.

References are cited according to UWE Harvard, the prescribed form of referencing within the Faculty of Health and Life Sciences.

Beck, A. (1979) *Cognitive Therapy Of Depression*: New York: Guilford Press.

Beck, J. (2011) *Cognitive Therapy Basics And Beyond*. 2nd ed. New York: Guilford Press.

Kuyken, W. in Tarrier, N (2006) *Case Formulation In Cognitive Behaviour Therapy*. [online] UK: Routledge {Accessed 17 February 2013}.

Ledley, D. (2010) *Making cognitive-behavioural therapy work: clinical process for new practitioners* New York: Guilford Press.

Sanders, D. and Wills, F. (2012) *Cognitive Behaviour Therapy: Foundations for Practice*, London: SAGE.

Westbrook, D., Kennerley, H. and Kirk, J. (2011) *In introduction to cognitive behaviour therapy: skills and applications*. London: Sage.

Wright, J., Turkington, D., Kingdon, D. and Ramirez Basco, M. (2009) *Cognitive-behaviour therapy for severe mental illness: an illustrated guide*. Washington DC: American Psychiatric Publishers.

Part 3: Assessment

Assessment Strategy	<p>The module will be assessed via a 2000 word assignment. The assignment will critically examine an aspect of the process of CBT, which has been explored during the module. Students will explore case formulation and the importance of the therapeutic relationship in CBT, making reference to current literature and discussing its relevance to clinical practice.</p> <p>There will be opportunities for formative feedback throughout the module.</p>
---------------------	--

Identify final assessment component and element	A		
% weighting between components A and B (Standard modules only)	A:	B:	

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
2000 word written assignment	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
2000 word written assignment	100%

If a student is referred /failed in practice they will be required to attend a further placement opportunity at the discretion of the award board. They do not attend other components of the module.

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.