University of the West of England
BRISTOL

MODULE SPECIFICATION

Code: USPJVB-10-M   **Title:** Accreditation Portfolio in Cognitive Behavioural Therapy 1

Version: 1

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

Module type: Professional Practice

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:
- Practise evidence-based CBT with good clinical outcomes in a variety of settings
- Demonstrate ethical practice through a critical awareness of own values, beliefs and attitudes with sensitivity to diversity issues
- Begin to understand communicating and working across professional and interagency boundaries
- Interpret and evaluate the impact and application of legislation and policy on Cognitive Behavioural Therapy practice
- Demonstrate an advanced critical understanding of self-direction and originality in tackling and solving therapeutic problems in line with CBT competences
- Begin to take personal responsibility for clinical decision making in clinical cases across a range of settings
- Sustain and build a commitment to lifelong learning through evaluating own academic and professional development needs in the current context of primary mental health practice
- Manage self, own leadership style and collaborative ways of working, through seeking ongoing supervision
- Understand the professional competences and ethical criteria for becoming accredited with British Association for Behavioural and Cognitive Psychotherapies (BABCP), the regulatory professional body
- Critically appraise own competences as a Cognitive Behavioural Therapist

Syllabus outline:
This module gives trainees opportunities to practice the cognitive behavioural therapy skills required for accreditation in a supportive environment where they will receive feedback from peers and tutors.
Students will learn to practise key skills in therapy and how to critically evaluate their practice using the Cognitive Therapy Rating Scale Revised (CTS-R). There will be a consistent focus on developing critical awareness skills in the context of practice which is underpinned by relevant literature and research. In this

module they will complete Part 1 of the process of accumulating the evidence necessary for becoming Cognitive Behavioural Therapists individually accredited with BABCP

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 I, 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:
Blackburn, I-M. James, I.A., Milne, D.L. & Reichelt, F.K. (2001a) *The Revised COGNITIVE THERAPY SCALE (CTS-R)* Unpublished instrument.

James, I.A., Blackburn, I-M. & Reichelt, F.K. (2001) *Manual of The Revised COGNITIVE THERAPY SCALE (CTS-R)* Unpublished document

Roth, A.D. & Pilling, S. (2007) *The Competences required to deliver effective cognitive and behavioural therapy for people with depression and with anxiety disorders.* Available online at www.ac.uk/CORE

Recommended Reading:
Bennett-Levy,J. (2006). Therapist skills: a cognitive model of their acquisition and refinement. *Behavioural and Cognitive Psychotherapy* 34, 57–78.

Bennett-Levy, J., Beedie ,A. (2007). The ups and downs of cognitive therapy training: what happens to trainees perceptions of their competence during a cognitive therapy training course? *Behavioural and Cognitive Psychotherapy* 35, 61–75.

Blackburn, I-M. James, I.A., Milne, D.L., Baker, C., Standart, S., Garland A. & Reichelt, F.K. (2001b) The Revised COGNITIVE THERAPY SCALE (CTS-R): Psychometric Properties. *Behavioural and Cognitive Psychotherapy,* 2001, 29, 431–446

Brosan, L., Reynolds, S., Moore, R.G. (2008) Self Evaluation of Cognitive Therapy Performance: Do Therapists know how competent they are? *Behavioural and Cognitive Psychotherapy 36, 581–587*

Padesky, C. (1996) Developing Cognitive Therapist Competency: Teaching and Supervision Models. In P. M. Salkovskis (Ed) *Frontiers of Cognitive Therapy.* New York: Guilford 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: 0%

ATTEMPT 1

First Assessment Opportunity (Sit)
Component A
Description of each element		**Element weighting**
CW1 Accreditation Portfolio Part 1	**FINAL ASSESSMENT**	1

Component B
Description of each element   **Element weighting**

Second Assessment Opportunity (Resit) (further attendance at taught classes is required)
Component A
Description of each element		**Element weighting**
CW2 Accreditation Portfolio Part 1	**FINAL ASSESSMENT**	1

Component B
Description of each element   **Element weighting**

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

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