



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Advanced Cognitive Behavioural Therapy				
Module Code	USPJU4-15-M	Level	M	Version	1.1
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Contributes towards	MSc Psychological Therapies (CBT) PGDip Psychological Therapies (CBT)				
UWE Credit Rating	15	ECTS Credit Rating		Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	N/A		Module Entry requirements		
Valid From	Sept 2013		Valid to	September 2019	

<b>CAP Approval Date</b>	20/11/2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Consider critically the philosophical basis of CBT and the evidence base for the application of CBT interventions (Component A)</li> <li>2. Consider critically theoretical developments in CBT as applied to clients presenting with complex mental health conditions (Component A)</li> <li>3. Develop CBT-specific treatment plans for complex mental health problems (Component A)</li> <li>4. Synthesise competing information currently used within cognitive behavioural models and protocols in an innovative manner to treat complexity and comorbidity (Component A)</li> <li>5. Demonstrate enhanced ethical practice through a critical awareness of own values, and attitudes with sensitivity to diversity issues (Component A).</li> <li>6. Demonstrate self-direction and originality in considering client/service user problems (Component A)</li> <li>7. Demonstrate enhance ability to manage self, own leadership style and collaborative ways of working, through seeking ongoing supervision (ComponentA)</li> </ol>
Syllabus Outline	The module introduces students to complexities in mental health disorders. They will cover assessment, diagnostic classification and differential diagnosis and learn how to formulate complex clinical presentations. Current and seminal evidence based

	<p>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.</p>
Contact Hours/Scheduled Hours	<p>The module involves 24 hours of scheduled contact time</p> <p><a href="http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx">http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx</a></p>
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes interactive lectures, DVD and live demonstration, discussion, experiential exercises, skills practice</p> <p><b>Independent learning</b> includes hours engaged with essential reading, assignment preparation and completion.</p>
Reading Strategy	<p><b>Core readings</b></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><b>Further readings</b></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><b>Access and skills</b></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>Barlow, D.H. (Ed) (2010) <i>Clinical Handbook of Psychological Disorders. A Step by Step Treatment Manual</i>. New York: Guilford Press (4<sup>th</sup> Edn)</p> <p>Beck, A.T., Freeman, A., Davis, D. and Assoc. (2004). <i>Cognitive therapy of personality disorders, 2nd ed</i>. New York: Guilford.</p> <p>Beck, J.S. (2005). <i>Cognitive therapy for challenging problems: What to do when the basics don't work</i>. New York: Guilford</p> <p>Kingdon, D., &amp; Turkington, D. (2006). <i>Cognitive-Behavioral Therapy of Schizophrenia</i>. New York: Guilford Press</p> <p>Lam, D.H., Jones, S.H. &amp; Hayward, P. (2010) <i>Cognitive Therapy for Bipolar Disorder</i>. Chichester: Wiley Blackwell</p> <p>Linehan, M. (1993) <i>Cognitive-Behavioral Treatment of Borderline Personality Disorder</i>. NY: Guilford Press</p> <p>Moore, R.G. &amp; Garland, A. (2003) <i>Cognitive Therapy for Chronic and Persistent Depression</i>. Chichester: Wiley</p>

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

### Part 3: Assessment

#### Assessment Strategy

The module is assessed by a 3000 word client case study (100% of the module) This requires students to demonstrate deeper learning and to show their abilities to apply CBT to their work with clients presenting complex problems.

Within the taught sessions students have opportunities for formative assessment and feedback by completing experiential exercises that demonstrate key aspects of CBT approaches to complex problems.

Students' work is assessed according to learning outcomes and M level marking scheme.

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100</b>	
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Client case study (3000 words)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
N/A		
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Client case study (3000 words)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
N/A		
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		