

## CORPORATE AND ACADEMIC SERVICES

### MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Accreditation Portfolio				
Module Code	USPJU5-15-M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Health and Social Sciences		
Contributes towards	MSc Cognitive Behavioural Therapy PG Diploma Cognitive Behavioural Therapy				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Professional Practice
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	Degree in psychology or related discipline OR professional qualification in counselling at diploma level or above, mental health nursing or similar	
Valid From	Sept 2013		Valid to	Sept 2019	

<b>CAP Approval Date</b>	24 May 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p><b>On successful completion of this module students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Practice evidence-based CBT with good clinical outcomes with a variety of presenting problems (Component A)</li> <li>• Manage self, own leadership style and collaborative ways of working, through seeking on-going supervision (Component A)</li> <li>• Begin to understand self-direction and originality in tackling and solving therapeutic problems in line with CBT competences (Component A)</li> <li>• Critically appraise own competences as a Cognitive Behavioural Therapist (Component A)</li> <li>• Sustain and build a commitment to lifelong learning through evaluating own academic and professional development needs in the current context of mental health practice (Component A)</li> <li>• Demonstrate ethical practice through a critical awareness of own values, beliefs and attitudes with sensitivity to diversity issues (Component A)</li> <li>• Understand the professional competences and ethical criteria for becoming accredited with British Association for Behavioural and Cognitive Psychotherapies (BABCP), the regulatory professional body (Component A)</li> </ul>
Syllabus Outline	This module provides students with the opportunity to develop the CBT competences required for professional accreditation. Students will become familiar with the skills that are assessed using the Cognitive Therapy Scale-Revised (CTS-R), a recognised measure and standard of CBT practice, underpinned by the understanding of what it

	<p>means to practice as a scientist-practitioner.</p> <p>A key component of this module is the accumulation and collating of evidence in support of individual accreditation with the professional regulatory body (the British Association for Behavioural and Cognitive Psychotherapies); it is therefore essential that students be actively engaged in providing CBT therapy within a practice setting throughout this module. Whilst students will require additional evidence to meet BABCP accreditation requirements, successful completion of this and related course work will significantly contribute towards the eligibility profile.</p> <p><i>Indicative Sessional Topics (provisional, content and sequence may alter)</i></p> <p><i>Building a portfolio towards BABCP individual accreditation eligibility</i>  <i>Roth and Pilling (2007) Competences Framework</i>  <i>Getting the most from CBT supervision</i>  <i>Self-assessment using the CTS-R (Cognitive Therapy Scale-Revised)</i>  <i>CBT Skills development (CTS-R criteria)</i></p>
Contact Hours/Scheduled Hours	<p>This module will include 27 hours contact time. Additionally, students will be expected to engage in self-directed course work relevant to the module syllabus.</p> <p>Students are also expected to be engaged in clinical practice within approved placement settings concurrently with this module. There is a minimum expectation of the completion of 100 hours of clinical practice by the end of Year 2 (some of which will have been acquired in Year 1), and a further minimum expectation of 1 hour per month clinical supervision with a BABCP accredited psychotherapist.</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>Teaching methods will include interactive discussion, formative experiential exercises, and live demonstration of therapeutic practice. Sessions will also provide an opportunity to provide formative feedback on student's clinical work (e.g. through listening to recorded segments of client work).</p> <p><b>Scheduled learning</b> includes seminars, demonstration, practical input classes work based learning.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, updating logs, self-assessment of recorded practice and reflection on practice, portfolio preparation and completion etc.</p> <p><b>Placement learning:</b> It is expected that students will be engaged in placement learning associated with concurrent modules. Client work and related activities will be logged and will provide the material for skills assessment.</p>
Reading Strategy	<p>All students will be expected to make full use of the print and electronic resources available to them through membership of the University. 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.</p> <p>Any <b>essential reading</b> 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.</p> <p>If <b>further reading</b> 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,</p>

	e.g. through use of bibliographical databases.
Indicative Reading List	<p>Blackburn, I-M. James, I.A., Milne, D.L. &amp; Reichelt, F.K. (2001a) <i>The Revised COGNITIVE THERAPY SCALE (CTS-R)</i> Unpublished instrument.</p> <p>Blackburn, I-M. James, I.A., Milne, D.L., Baker, C., Standart, S., Garland A. &amp; Reichelt, F.K. (2001b) The Revised COGNITIVE THERAPY SCALE (CTS-R): Psychometric Properties. <i>Behavioural and Cognitive Psychotherapy</i>, 29, 431–446</p> <p>Bennett-Levy, J. (2006). Therapist skills: a cognitive model of their acquisition and refinement. <i>Behavioural and Cognitive Psychotherapy</i> 34, 57–78.</p> <p>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? <i>Behavioural and Cognitive Psychotherapy</i> 35, 61–75.</p> <p>Brosan, L., Reynolds, S., Moore, R.G. (2008) Self Evaluation of Cognitive Therapy Performance: Do Therapists know how competent they are? <i>Behavioural and Cognitive Psychotherapy</i> 36, 581–587</p> <p>James, I.A., Blackburn, I-M. &amp; Reichelt, F.K. (2001) <i>Manual of The Revised COGNITIVE THERAPY SCALE (CTS-R)</i> Unpublished document</p> <p>Padesky, C. (1996) Developing Cognitive Therapist Competency: Teaching and Supervision Models. In P. M. Salkovskis (Ed) <i>Frontiers of Cognitive Therapy</i>. New York: Guilford Press</p> <p>Roth, A.D. &amp; Pilling, S. (2007) <i>The Competences required to deliver effective cognitive and behavioural therapy for people with depression and with anxiety disorders</i>. Available online at <a href="http://www.ac.uk/CORE">www.ac.uk/CORE</a></p> <p>In addition to these general texts students will be able to access a wide range of reading material electronically, linked closely to the syllabus.</p>

Part 3: Assessment			
Assessment Strategy	Students will be expected to complete a Practice Portfolio during this module, which is assessed Pass/Fail. There will also be tutor feedback and formative assessment opportunities during the academic year. The Portfolio will support students in accruing evidence towards BABCP eligibility requirements for individual accreditation. Students will evidence clinical hours, clinical supervision, work with 'key clients', and use of the Cognitive Therapy Scale-Revised for practice assessment. The Portfolio will also evidence reflective practice and tutor assessment of client work.		
Identify final assessment component and element	Component A		
% weighting between components A and B (Standard modules only)		A:	B:
		100%	
First Sit			
Component A Description of each element		Element weighting (as % of component)	
1. Practice Portfolio		100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions)	Element weighting

Description of each element	(as % of component)
1. At the discretion of the Award Board	100%
<p>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.</p>	