



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Applied Cognitive Behavioural Therapy				
Module Code	USPJU6 30 M	Level	M	Version	1
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Contributes towards	MSc Cognitive Behavioural Therapy PGDip Cognitive Behavioural Therapy				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Practice
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	<i>Degree in psychology or related discipline OR professional qualification in counselling at diploma level or above, mental health nursing or similar</i>	
Valid From	Sept 2013		Valid to	Sept 2019	

<b>CAP Approval Date</b>	29 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 (changes/additions to specs in green):</b></p> <ul style="list-style-type: none"> <li>• Practise evidence-based CBT for anxiety disorders and depression, creatively and with attention to clinical outcomes (Components A and B)</li> <li>• Practise as ‘scientist practitioners’, advancing their knowledge and understanding and develop new skills to a high level (Components A and B)</li> <li>• Demonstrate a critical understanding of the phenomenology, diagnostic classifications and epidemiological characteristics of a range of anxiety disorders and depression (Components A and B)</li> <li>• Demonstrate self-direction and originality in tackling and solving therapeutic problems (Components A and B)</li> <li>• Sustain and build a commitment to lifelong learning through critically appraising own competences as a Cognitive Behavioural Therapist, evaluating own academic and professional developmental needs (Components A and B)</li> <li>• Demonstrate understanding of the need for collaboration with the client/service user in primary mental health care (Components A and B)</li> <li>• Synthesise complex and competing information currently used within cognitive behavioural therapy in an innovative manner (Components A and B)</li> <li>• Demonstrate enhanced ethical practice through a critical awareness of own values, and attitudes with sensitivity to diversity issues (Components A and B)</li> </ul>
Syllabus Outline	<p>This module introduces students to CBT evidence-based models and protocols for depression and a range of anxiety disorders. The module will equip students to become familiar with, and critically evaluate, the evidence base underpinning treatment models for common mental health problems, including complex and comorbid presentations. Students will learn to use problem-specific clinical measures and be introduced to the DSM, learning about diagnostic classifications and differential</p>

	<p>diagnosis as well as the phenomenology and epidemiological characteristics of named disorders. Assessment, formulation, and treatment planning will be addressed for each problem area. Pharmacological treatment approaches will also be considered. All learning will be embedded within a culture of diversity and inclusion and students will be invited to reflect on their own attitudes and assumptions when working with anxiety disorders.</p> <p>Opportunities to practice cognitive behavioural therapy skills in a supportive environment, receiving feedback from peers and tutors, is an essential component of this module. The core therapeutic competencies needed for the practice of Cognitive Behavioural Therapy (as established by Roth and Piling, 2007) will underpin this module; trainees will be developing problem-specific competences, whilst applying knowledge of fundamental CBT theory and practice in response to anxiety and depression presentations, and they will have opportunities to evaluate and respond to challenges in their client work.</p> <p><i>Indicative Sessional Topics (provisional, content and sequence may alter):</i></p> <p><i>Diagnosis of common mental health disorders</i>  <i>Working with co-morbidity</i>  <i>Pharmacological interventions with common mental health problems</i>  <i>Working with a range of anxiety disorders</i>  <i>Working with depression</i></p>
<p>Contact Hours/Scheduled Hours</p>	<p>This module will be delivered with 54 hours contact time. Some of the session will be comprised of interactive lectures attending to theory and skills with experiential opportunities; and some of the session will be dedicated to skills practice with an opportunity to receive peer and formative tutor feedback.</p> <p>Additionally, students will be expected to engage in 24 hours revision time and a further 144 hours in self-directed and guided reading closely associated with the syllabus.</p>
<p>Teaching and Learning Methods</p>	<p>Teaching methods will include interactive lectures and discussion, formative experiential exercises, and DVD demonstration of therapeutic practice. Skills acquisition is fostered through experiential work, including opportunities for the application of CBT processes to self, supporting both personal and professional development. In addition, there will be opportunities for group discussion of students' case material.</p> <p>Trainees are also expected to engage in self-directed study towards assimilating and extending their knowledge.</p> <p><b>Scheduled learning</b> includes lectures, demonstration, skills practice-</p> <p><b>Independent learning</b> includes hours engaged with essential and recommended reading, case study preparation, other assignment preparation and completion etc.</p> <p><b>Placement learning:</b> In order to complete some assessments for the module, students need to be on placement</p>
<p>Reading Strategy</p>	<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, e.g. through use of bibliographical databases.</p>
Indicative Reading List	<p>Beck, A.T. and Emery, G. (1985). <i>Anxiety Disorders and Phobias: a Cognitive Perspective</i>. N.Y:Basic Books</p> <p>Bennett-Levy, J., Butler, G., Fennell, M., Hackmann, A., Mueller, M. &amp; Westbrook, D. (Eds) (2004) <i>Oxford Guide to Behavioural Experiments in Cognitive Therapy</i> Oxford:OUP</p> <p>Clark, D.A. &amp; Beck, A.T. (2010) <i>Cognitive Therapy of Anxiety Disorders. Science and Practice</i> NY: Guilford Press</p> <p>Clark D.M. (2005) A cognitive perspective on social phobia in W. Ray., Crozier, &amp; L.L. Alden <i>The Essential Handbook for Social Anxiety for Clinician</i>. Chichester: John Wiley</p> <p>Clark, D.M. &amp; Salkovskis, P.M. (1991) Cognitive Therapy for panic disorder. <i>Journal of Cognitive Therapy</i> 5, 215 – 226</p> <p>Craske, M.G., Antony, M. &amp; Barlow, D.H. (2006) (2<sup>nd</sup> Edn) <i>Mastering your Fears and Phobias. Therapist Guide</i>.</p> <p>Dugas, M.J &amp; Robichaud M. (2007) <i>Cognitive-Behavioral treatment for Generalized Anxiety Disorder. From Science to Practice</i>. New York: Routledge</p> <p>Ehlers, A. &amp; Clark, D.M. (2000) A Cognitive Model of Posttraumatic Stress Disorder. <i>Behaviour Research and Therapy</i> 38, 319-345</p> <p>Foa E.B. &amp; Rothbaum B.A. (1998) <i>Treating the trauma of rape: cognitive behavioural therapy for PTSD</i> New York: Guilford Press</p> <p>Hays, P.A., Iwamasa, G. (2006). (Eds.). <i>Culturally responsive cognitive-behaviour therapy: assessment, practice and supervision</i>. Washington, DC: American Psychological Association.</p> <p>Kozak, MJ, Foa, EB 1997 <i>Mastery of Obsessive Compulsive Disorder: A cognitive behavioural approach (Therapist Guide)</i> Oxford:OUP</p> <p>Salkovskis, P.M. &amp; Bass, C. (1997) Hypochondriasis In D.M.Clark, &amp; G. Fairburn <i>Science and Practice of Cognitive Behaviour Therapy</i>. Oxford: OUP</p> <p>Wells, A (1997) <i>Cognitive Therapy of anxiety disorders: a practice manual and conceptual guide</i> Chichester: Wiley</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 the syllabus content.</p>

<b>Part 3: Assessment</b>	
Assessment Strategy	<p>Students will be expected to complete summative assessment tasks on this module. There will also be tutor feedback and formative assessment opportunities during dedicated skills practice throughout the module.</p> <p>Component A is a Practice Portfolio; students will track clinical practice (client work and supervision), and file supervision reports which evaluate clinical skills in the application of Cognitive Behavioural Therapy. In addition, students will engage in simulated therapy encounters in class and demonstrate competences such as assessment, use of session structure, and working collaboratively, which will be linked to knowledge of problem-specific presentations. A 'pass' is required on this component.</p>

	Component B is a formal case study in which students will demonstrate the integration of theory and practice as they present the research and theoretical underpinnings of problem-specific CBT approaches to a named disorder, and discuss the application of an evidenced-based approach to a client from their practice setting.		
Identify final assessment component and element	Element B3 : Practice Portfolio		
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>	
	Pass/refer	100	
<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. Practice Portfolio	Pass/Refer		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>		
1. CW1 Case Study (3000 words)	100%		
<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. Practice Portfolio	Pass/Refer		
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>		
1. CW1 Case Study (3000 words)	100%		
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.			