



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Fundamentals of Cognitive Behavioural Therapy				
Module Code	USPJU8-30-M	Level	M	Version	
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Contributes towards	MSc Cognitive Behavioural Therapy PGDiploma Cognitive Behavioural Therapy				
UWE Credit Rating	30	ECTS Credit Rating		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	

CAP Approval Date	24 May 2013
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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 knowledge and understanding of the principles of CBT and the evidence base for the application of CBT techniques within primary mental health care (Components A and B) • Demonstrate understanding of the need for collaboration with the client/service user in primary mental health care (Components A and B) • Critically analyse current theoretical developments in cognitive behavioural therapy and its relationship to practice (Components A and B) • Practise as 'scientist practitioners', advancing their knowledge and understanding and develop new skills to a high level (Component B) • Manage self, own leadership style and collaborative ways of working, through seeking on-going supervision(Components A and B) • 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) • Demonstrate enhanced ethical practice through a critical awareness of own values, and attitudes with sensitivity to diversity issues (Components A and B)
Syllabus Outline	The Module will explore key theoretical concepts derived from the work of Aaron Beck and Albert Ellis, with consideration of on-going development within the field and the evidence-base for the approach. Trainees will learn to construct, in collaboration with clients, Cognitive-Behavioural case formulations towards providing an account of the onset and maintenance of mental health problems, with particular attention to the relationship between cognition, behaviour, and emotion, and they will be introduced to an array of theoretically-informed interventions that might be applied trans-diagnostically.

	<p>Opportunities to practice cognitive behavioural therapy skills in a supportive environment, where students will receive feedback from peers and tutors, is an essential component of this module. The focus will be upon the development of the core therapeutic competencies needed for the practice of Cognitive Behavioural Therapy (as established by Roth and Piling, 2007), including attention to generic, 'basic' and 'specific' therapeutic processes and the application of a range of interventions.</p> <p><i>Indicative Topics (provisional, content and sequence may alter):</i></p> <ul style="list-style-type: none"> • Cognitive and Behavioural Theory • Case formulation and Assessment • The working alliance and collaboration • Session Structure and Treatment Planning • Cognitive and Behavioural Interventions • Introduction to working with Anxiety and Depression
<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>http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx</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. Trainees are also expected to engage in self-directed study towards assimilating and extending their knowledge.</p> <p>Scheduled learning includes lectures, demonstration, experiential exercises, supervised time in skills work.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.</p> <p>Placement learning: Students need to be on placement in order to complete the assessments on this module.</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 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.</p> <p>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, 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>Sanders, D & Wills, F. (2005). <i>Cognitive therapy: An introduction</i>. Sage.</p> <p>Westbrook, D., Kennerley, H., Kirk, J. (2007). <i>An introduction to cognitive behaviour therapy: Skills & applications</i>. Sage.</p> <p>Beck, A.T., Rush, A.J., Shaw, B. and Emery, G. (1979) <i>Cognitive Therapy for Depression</i>. NY: Guildford Press</p> <p>Supplementary Reading</p> <p>Beck, A.T. and Emery, G. (1985). <i>Anxiety Disorders and Phobias: a Cognitive Perspective</i>. N.Y: Basic Books</p> <p>Beck, J (1995) <i>Cognitive Therapy Basics and Beyond</i> NY: Guilford Press</p> <p>Bor, R., & Watts, M. (Eds.). (2003). <i>The trainee handbook: A guide for counselling and psychotherapy trainees</i>. London: Sage.</p> <p>Burns, D. (1989). <i>The Feeling Good Handbook</i>. New York: Penquin.</p> <p>Gilbert, P & Leahy, R. L. (Eds.). (2007). <i>The therapeutic relationship in the cognitive behavioural psychotherapies</i>. London: Routledge.</p> <p>Grant, A et al (2010) <i>Cognitive Behavioural Therapy in Mental Health Care 2nd edition</i>. London: Sage</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>Kinsella, P and Garland, A (2008) <i>Cognitive Behavioural Therapy for Mental Health Workers: A Beginner's Guide</i>. East Sussex: Routledge</p> <p>Kuyken, W., Padesky, C.A. & Dudley, R. (2009) <i>Collaborative Case Conceptualisation</i>. New York: Guilford Press</p> <p>Leahy, R. (2003). <i>Cognitive therapy techniques: a practitioner's guide</i>. New York: Guilford Press</p> <p>Padesky, C., Greenberger, D. (1995). <i>Mind Over Mood</i>. New York: Guilford</p> <p>Persons J.B. (1989) <i>Cognitive Therapy in practice: A case formulation approach</i>. New York: Guilford Press</p> <p>Tribe, R. & Morrissey, J. (Eds.). (2005). <i>Handbook of professional and ethical practice</i>. London: Brunner-Routledge</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	<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.</p> <p>Component A, (Practice Portfolio) is where students will track clinical practice (client work and supervision), and file supervision reports which evaluate clinical skills in the application of Cognitive Behavioural Therapy. A 'pass' is required on this element.</p> <p>Component B, Element 1 (Process Report) will assess practice skills as students will submit and transcribe an audio recording of client work and reflect on process and measures of therapist competency using the CBT approach. Component A, (2) is an opportunity for students to develop key skills in this critical component of CBT practice; students may elect to use personal material for their formulations, fostering personal and professional development.</p>

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
	Pass/Refer	100%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Practice Portfolio	Pass/Refer	
Component B Description of each element	Element weighting (as % of component)	
1. Element 1 CW1 Process Report	75%	
2. Element 1 CW2 Case Formulation	25%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
2. Practice Portfolio	Pass/Refer	
Component B Description of each element	Element weighting (as % of component)	
1. Element 1 CW1 Process Report	75%	
2. Element 1 CW2 Case Formulation	25%	
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.		