



University of the West of England

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Introduction to Cognitive Behavioural Therapy				
Module Code	USPJU7-15-M	Level	M	Version	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	September 2013		Valid to	September 2019	

CAP Approval Date	June 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 awareness of the principles of cognitive behavioural therapy (CBT) and how to apply them in order to understand client/service user problems (Component A & B) Consider critically the evidence base for the application of CBT interventions (Component A & B) Demonstrate an awareness of the collaborative stance with the clients/service users (Component A & B) Develop CBT-specific intervention plans (Component A & B) Demonstrate awareness of ethical practice and professional issues (Component B) Demonstrate self-direction and originality in considering client/service user problems (Component B) Critically evaluate how own and or others emotional responses/experiences contribute to enhancing practice (Component A & B)

	<p>Demonstrate an ability to adapt CBT sensitively, and to ensure equitable access for people from diverse cultures and with different values</p> <p>(Component B)</p>
Syllabus Outline	<p>The module introduces the importance of the link between cognition and emotion and through the pioneering work of Beck and Ellis goes on to present a view of mental health issues through the process of distorted thinking and attributions. The more recent work of authors such as Padesky is used to encourage trainees to consider their own ways of thinking and how this might lead to distressing emotional states of their own, as a way of becoming aware of the cognitive-behavioural philosophy and therapeutic style. Trainees will learn key stages of the therapy, including agenda setting, formulation, thought identification and challenging, with an emphasis on maintenance of change and using the relationship to engage clients and overcome difficulties.</p>
Contact Hours/Scheduled Hours	<p>The module involves 24 hours of scheduled contact time</p> <p>http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx</p>
Teaching and Learning Methods	<p>Scheduled learning includes interactive lectures, DVD and live demonstration, discussion, experiential exercises</p> <p>Independent learning includes hours engaged with essential reading, assignment preparation and completion.</p>
Reading Strategy	<p>Core readings</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>Further readings</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>Access and skills</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>Bennet-Levy, J. (2010). <i>Oxford guide to low intensity CBT interventions</i>. Oxford University Press.</p> <p>Gilbert, P & Leahy, R. L. (Eds.). (2007). <i>The therapeutic relationship in the cognitive behavioural psychotherapies</i>. London: Routledge.</p> <p>Hayes, P.A., Iwamasa, G. (2006). (Eds.). <i>Culturally responsive cognitive-behaviour therapy: assessment, practice and supervision</i>. Washington, DC: American Psychological Association.</p> <p>House, R. and Loewenthal, D. (2008). <i>Against and for CBT: towards a</i></p>

	<p><i>constructive dialogue</i>. London:PCCS Books.</p> <p>Leahy, R. (2003). <i>Cognitive therapy techniques: a practitioner's guide</i>. New York: Guilford Press.</p> <p>Milne, A. (2008) <i>Cognitive behaviour therapy</i>. London: Teach Yourself.</p> <p>Neenan, M. (2006). <i>Cognitive therapy in a nutshell</i>. London: Sage.</p> <p>Padesky, C., Greenberger, D. (1995). <i>Clinician's guide to mind over mood</i>. New York: Guilford.</p> <p>Sanders, D & Wills, F. (2005). <i>Cognitive therapy: An introduction</i>. London:Sage.</p> <p>Simmons, J. & Griffiths, R. (2009) <i>Cognitive behavioural therapy for beginners</i>. London: Sage.</p> <p>Tribe, R. & Morrissey, J. (Eds.). (2005). <i>Handbook of professional and ethical practice</i>. London: Brunner-Routledge.</p> <p>Westbrook, D., Kennerley, H., Kirk, J. (2011) 2nd Ed. <i>An introduction to cognitive behaviour therapy: Skills & applications</i>. London:Sage.</p> <p>Williams, C. & Chellingsworth, M. (2010). <i>CBT: a clinician's guide to using the five areas approach</i>. London: Hodder Arnold.</p> <p>Wills, F. (2008). <i>Skills in cognitive behaviour therapy</i>. London:Sage.</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>
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Part 3: Assessment	
Assessment Strategy	<p>The module is assessed by an in class test (25% of module marks) that is used to assess students' understanding of key aspects of the CBT model.</p> <p>It is also assessed by a 2000 word coursework essay (75% of the module) that tests students' abilities to apply their theoretical learning to fictitious case material. This requires students to demonstrate deeper learning and to show appreciation of complex issues that arise in the application of CBT to clinical contexts.</p> <p>Within the taught sessions students have opportunities for formative assessment and feedback by completing experiential exercises that demonstrate key aspects of CBT.</p> <p>Students' work is assessed according to learning outcomes and M level marking scheme.</p>

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
	25	75
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. In class test	25%	
Component B Description of each element	Element weighting (as % of component)	
1. CW essay	75%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Exam	25%	
Component B Description of each element	Element weighting (as % of component)	
1. CW essay	75%	
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.		