



Module Descriptor

Title	CBT for Chronic and Complex Disorders		
Session	2024/25	Status	
Code	NURS11111	SCQF Level	11
Credit Points	20	ECTS (European Credit Transfer Scheme)	
School	Health and Life Sciences		
Module Co-ordinator	R Boyd		
Summary of Module			
This is the fifth module in the course. This module enhances the students’ understanding of CBT for personality disorder and psychosis as well as looking at conceptualisations for comorbid and complex cases. This module will be to introduce models and treatment interventions used in conditions such as personality disorder and psychosis. It also looks at difficulties and complexities encountered in working with more severe and complex conditions. It is designed to enhance the skills of students working in second and third line services as well as others with an interest in working with these conditions. Emphasis will be given to developing further confidence as CBT practitioners and awareness of the practice of mindfulness, compassionate mind training and Acceptance and Commitment Therapy. The development of research and critical thinking skills is embedded in this module. Further information on the specific skills and topics covered will be found in the module handbook and on the virtual learning environment (VLE). The above skills acquisition, contributes to the development of the UWS Graduate Attributes:			

Module Delivery Method	On-Campus¹ ☐	Hybrid² ☒	Online³ ☐	Work -Based Learning⁴ ☐
Campuses for Module Delivery	☐ Ayr	☐ Lanarkshire	☐ Online / Distance Learning	

¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	☐ Dumfries		☐ London ☒ Paisley		☐ Other (specify)	
Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate a critical understanding of the CBT theory and principles underpinning the treatment of personality disorder, and psychosis.
L2	Show critical awareness of how CBT interventions are used in the practice setting and an ability to select appropriate interventions for the problems and goals encountered with a specific patient, demonstrating creativity in the application of knowledge.
L3	Take responsibility for one's own work and on-going development as a CBT therapist with specific reference to comorbidity and complex presentations applying these skills in clinical practice using a wide range of techniques
L4	Demonstrate a critical awareness of fourth wave CBT and the practice of mindfulness, compassionate mind training and Acceptance and Commitment Therapy
L5	Effectively apply CBT principles and practice working with chronic illness and psychological comorbidity

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF 11 Developing knowledge and understanding of the CBT models for personality disorder and psychosis. Working effectively to overcome common blockages and difficulties encountered in CBT Enhancing knowledge and understanding of the CBT approaches to working with chronic or comorbid conditions including the understanding of suicidality and positive risk taking.
Practice: Applied Knowledge and Understanding	SCQF 11 Further enhancing skill and expertise in the use of CBT with more challenging Cases Using skills training opportunities, CPD and supervision in order to further extend reflective practice on use of self in therapeutic role and responses to clients with different presentations and interpersonal styles. Effectively applying a significant range of interventions to combat low self-esteem, guilt and shame. Maintaining fitness to practice and stress management approaches in handling the emotional and cognitive burden of therapeutic work.
Generic Cognitive skills	SCQF 11

	Demonstrating critical judgement in the development of arguments that that underpin the selection of appropriate treatment models and interventions. Applying critical analysis, evaluation and synthesis to the use of CBT in clinical practice. Developing familiarity with research designs and approaches to analyses of evidence. Developing continuing awareness of own thinking and emotional responses to clients and therapeutic situations and use these helpfully in planning treatment.
Communication, ICT and Numeracy Skills	SCQF 11 Increasing self-awareness of the impact of communications with clients, discerningly varying the style by which important aspects of CBT might be pursued. Mindfully selecting computerised worksheets, materials or programmes and other technological/educational materials in conjunction with clinical work. Demonstrating the ability to critically interpret and present quantitative data.
Autonomy, Accountability and Working with Others	SCQF 11 Exercising substantial responsibility for conducting CBT showing professional judgment to work independently when appropriate while seeking and utilising assistance when needed. Practising in ways that draw on critical reflection of own and others roles and responsibilities in the clinical setting and in supervision. Liaising effectively with other professionals (e.g. client's GP, shared case management) in the analysis of case-related issues.

Prerequisites	Module Code NURS11110 NURS11114 NURS11109 NURS11110	Module Title CBT Models and Core Therapeutic Competences CBT Strategies Skills and Interventions Applying CBT with Anxiety and Depression CBT Enhanced Skills and Treatment Model
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	20
Laboratory / Practical Demonstration / Workshop	25
Independent Study	155
Please select	200
Please select	
Please select	
TOTAL	

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Kuyken, W; Padesky, C & Dudley, R. (2011) Collaborative Case Conceptualisation; working effectively with clients in CBT. Guildford Press Tarrier, N; Wells, A & Haddock, G (1998) Treating Complex Cases: the CBT approach. (Eds) Wiley Press Padesky, C. Schema based process's in cognitive therapy (1994) Clinical Psychology & Psychotherapy, Vol 1(5) 267-278. Wiley Young, JE; Klosko, JS & Weishaar M Schema Therapy: a practical guide . (2003). Guilford Press. New York Van Billis H. Thomson B.(2011) CBT for personality disorders Sage London
(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements
In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. For the purposes of this module, academic engagement equates to the following: 80% face to face

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Mental Health Nursing Midwifery Health
Overall Assessment Results	☐ Pass / Fail ☒ Graded
Module Eligible for Compensation	☐ Yes ☐ No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	Division of Mental Health, Midwifery & Health Level 9-11
Moderator	Dr James Taylor
External Examiner	Michealla Lincoln
Accreditation Details	BABCP Accredited Level 2
Module Appears in CPD catalogue	☐ Yes ☐ No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Case Study a pass mark of 50% must be achieved

Assessment 2

A recorded CBT session with CTS-r self reflection this is a pass /fail assessment both components must be passed

Assessment 3

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Case Study	☒	☒	☒	☒	☒	100	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours

Case Recording/CTS-r	☒	☒	☒	☒	☒	100	0
-------------------------	-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------	-------------------------------------	-----	---

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who