Module Descriptor

Title	CBT Science Ethics and Personal Development		
Session	2025/26	**Status**	Published
Code	NURS11113	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Alan Curley		

Summary of Module

This is the 6th and last module of the Pg. Dip In CBT

This module rounds off the Pg. Dip consolidating evidence-based practice, ethics, codes of conduct and safe practice, it also prepares students for BABCP accreditation and professional responsibility as a CBT therapist.

The module develops a firm foundation for the role of scientist-practitioner, instilling principles of healthy, ethical practice. It will continue to deepen the student's ability to mindfully utilise and evaluate treatment models based on knowledge of the psychological processes underlying anxiety and depression as manifested idiosyncratically through varying values and culture. Skills workshops in this module focus on further developing critical thinking, reading and evaluation skills, identifying and managing ethical dilemmas and Identifying areas for future growth.

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 site (Aula).

This module helps students develop their critical thinking skills and scientific analysis.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	☐

[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

Campuses for Module Delivery	☐ Ayr ☐ Dumfries		☐ Lanarkshire ☐ London ☒ Paisley		☐ Online / Distance Learning ☐ 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 cognisance of research and evidence-based practice in CBT Therapy together with the SIGN and NICE guidelines with respect to mental disorder applying this in the delivery of CBT.
L2	Apply critical analytical thinking skills as part of everyday therapeutic practice, and critically analyse personal development through clinical supervision.
L3	Critically reflect and examine ethical principles and dilemmas in the practice of CBT.
L4	Demonstrate a sound knowledge and understanding of the BABCP code of conduct and professional practice as a CBT therapist.
L5	Effectively use of self-reflection as a means of self-monitoring and developing as a scientist practitioner.

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** Applying critical thinking and analysis to theoretical arguments and research studies examining cognitive, behavioural and emotional processes inherent in disorder and the impact of specified treatment models on specified outcomes. Critically analysing the strengths and limitations of key arguments in CBT based on a robust synthesis of knowledge derived from underpinning disciplines and research studies. Demonstrating a critical awareness of professional, legal and ethical issues underpinning client engagement, clinical decision making and problem - solving interventions.
Practice: Applied Knowledge and Understanding	**SCQF 11** Reviewing literature related to treatment outcomes or other research question(s) related to case presentations. Demonstrating appropriate responses to ethical dilemmas posed by clients or therapeutic work, and other complex areas of clinical decision making.
Generic Cognitive skills	**SCQF 11** Demonstrating critical judgement in the development of arguments that underpin the selection of appropriate treatment models and interventions. Providing logical arguments based on sound research principles.

	Showing critical awareness of one's own emotional biases when working with clients and demonstrate ability to use the scientific practitioner role to ensure therapeutic efficacy.
Communication, ICT and Numeracy Skills	**SCQF 11** Effectively adapt and vary style by which important aspects of CBT socialisation and interventions are communicated to clients in response to their clinical needs. Effectively utilise computerised worksheets, materials or programmes and other technological/educational materials in conjunction with clinical work.
Autonomy, Accountability and Working with Others	**SCQF 11** Collaborating to effectively manage a clinical case load. Adapting perspectives on issues including case conceptualisation when working with other professionals. Modifying CBT interventions for clients taking account of their different cultures or abilities. Demonstrating the ability to work as an autonomous CBT therapist.

Prerequisites	**Module Code** NURS11109 NURS11111 NURS11112 NURS11114 NURS11110	**Module Title** Applying CBT with Anxiety and Depression CBT for Chronic and Complex Disorders CBT Models and Core Therapeutic Competences CBT Strategies Skills and Interventions CBT Enhanced Skills and Treatment Models
	Other Clinical portfolio demonstrating clinical hours and supervision hours	
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. During completion of this module, the learning activities undertaken to achieve the module learning outcomesare designed to help meet the requirements of BABCP accreditation. The activities are stated below: Lectures/Keynote Presentations Seminars/Discussions Skills Workshops, Simulations And Video Analyses Problem-Solving Exercises Self-directed study Work Based Learning (including clinical supervision) use of SMOTS lab for demonstrations and skills practice.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	15
Tutorial / Synchronous Support Activity	15
Independent Study	170
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: British Association for Behavioural and Cognitive Psychotherapies (2017) The BABCP standards of Conduct, Performance and Ethics. Bury, BABCP publications. Greenhalgh, T., (2019) How to read a paper: the basics of evidence-based medicine and healthcare. John Wiley & Sons. Field, A., (2017). Discovering statistics using IBM SPSS statistics. Sage. Cottrell, S. (2010) Skills for success: The personal development planning handbook. 2nd Ed. Basingstoke, Palgrave McMillan. Cottrell, S. (2011) Critical thinking skills: Developing effective analysis and argument. 2nd Ed. London, Palgrave McMillan.
(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 contact

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. The School of Health, and Life Sciences believes that education and practitioner diversity are central toachieving quality of care.

Within the programme, quality of care, inclusiveness and employability are achieved by: Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities toprospective students and students. Promotion of confidence and knowledge of their rights as a student and employee. Promotion of respect and knowledge of client diversity, their needs, rights and the associated practitionerresponsibilities. The above aims, supported by staff belief in fairness and equal opportunities, guide content, teaching andlearning, assessment and evaluation. This module involves the development and application of theory to the clinical area. The module competencestandards must be achieved for successful completion of the module. Disability disclosure is encouraged throughout recruitment, selection and throughout the duration of thismodule. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment toprogress will be experienced. To enable the module to be responsive to the demand for equality and diversity, processes and procedureshave been subject to Equality Impact Screening and where appropriate Equality Impact Assessment. Evaluation by all key stakeholders throughout the life of the module is also central to meeting our commitments.
(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	MHMH L9-11
Moderator	Angie McDonald
External Examiner	M Lincoln
Accreditation Details	BABCP
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Oral Presentation presenting a "Review of the Evidence" for a CBT topic of your choice.
Assessment 2
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**
Presentation	☒	☒	☒	☒	☒	100%	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

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**