

Session: 2022/23

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Title of Module: Applying CBT with Anxiety and Depression			
Code: NURS11109	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Brian Thomson		
Summary of Module			
<p>This is the third module in the PgDip in CBT or the final module of the Pg Cert'.</p> <p>This module looks at the CTS-r skills mapping their use to working with anxiety and depression. It then goes on to explore common difficulties and how to overcome these. Finally the module considers ending therapy and relapse prevention strategies. It also develops from the work of modules 1 and 2 by adding outcome measurements.</p> <p>The module involves five taught days, but the requirements are similar to the first two modules. The aim of the third module is to continue to integrate and practice some of the knowledge, skills and attitudes developed in Modules 1 and 2, to focus more deeply on some of the models reviewed, and to reconsider the therapeutic relationship, in terms of the therapist's own interpersonal expectations and outcomes in therapy and finding ways to generalise the client's gains and maintain healthier living.</p> <p>The aims of this module will be to consider how to conclude a therapy, to provide multiple opportunities to consolidate and practice previous learning and apply it to new situations "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).</p> <p>This module aims to develop graduate attributes, including critical thinking skills and to enable students to be knowledgeable regarding CBT, to ensure they are work-ready.</p> <ul style="list-style-type: none"> To enable students to demonstrate a critical understanding of the principle theories and concepts underpinning the 12 skills measured by the CTS-R. To enable students to demonstrate originality and creativity in the application of these skills in therapeutic practice. 			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p>					

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓						

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
	✓	

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- L1. Demonstrate a critical understanding of the principle theories principles and concepts underpinning the 12 skills measured by the CTS-r together with their use in CBT practice
- L2. Demonstrate originality or creativity in the application of these skills in the therapeutic setting with a specific client
- L3. Critically analyse the evidence base for the blueprinting process used in ending therapy and its usefulness in relapse prevention.
- L4. Demonstrate an extensive detailed and critical knowledge and understanding of common difficulties encountered in the practice of CBT together with an ability to effectively overcome difficulties that arise in the clinical setting
- L5. Practice in ways that draw on critical reflection of their own performance, in the context of integrating CBT skills, in relation to the treatment and termination phases of therapy.

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 Level 11. Consolidation and application of new and previously learned skills in conducting a CBT session. Effectively applying models and principles of relationship to a treatment and concluding phase of therapy. Demonstrate knowledge of how to help clients generalise their gains from therapy, conclude a therapy and therapeutic relationship, record progress and outcomes and evaluate a model of treatment more critically.
Practice: Applied Knowledge and Understanding	SCQF Level 11. Skills workshops will focus on promoting and generalising client gains, ending therapy, and having a chance to repeat key skills training exercises and increase students' ability to use them in different case scenarios. Students will practice clinical skills and critical appraisal skills in relation

	<p>to the monitoring and recording of client progress and interim outcomes across the course of treatment.</p> <p>Opportunities to reflect on the use of clinical supervision as a medium to reflect critically on one's actions and attitudes, and to contribute to personal growth and quality systems underpinning safe and effective practice.</p>	
Generic Cognitive skills	<p>SCQF Level 11.</p> <p>Increased awareness of own needs for skill development and ways to learn them.</p> <p>Increased self-reflection and review of clinical work.</p> <p>Demonstrated critical judgement in the development of evidence and arguments for selecting treatment interventions relevant to specific cases.</p> <p>Reflecting on feedback received from them assessment processes.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 11.</p> <p>Demonstrate competency in the interpretation and evaluation of data emerging from key assessments, measures and tools, and communicates the same to significant others.</p> <p>Demonstrated critical judgement in the selection of appropriate interventions and articulated rationales for these selections within a multidisciplinary context.</p> <p>Selection and utilisation of appropriate technological and educational materials to promote well-being in the clinical context (e.g. computerised self-help or client homework materials).</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 11.</p> <p>Application and understanding of transference concepts to relationships within professional and interagency contexts.</p> <p>Evidence of professional accountability in relation to adherence to professional, legal, and ethical codes underpinning safe and effective practice.</p> <p>Enhanced examples of appropriate leadership, organisational and collaborative skills within a multi-disciplinary context.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching
<p>Learning Activities/Categories:</p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are designed to help meet the requirements of BABCP accreditation. The activities are stated below:</p> <p>Lectures/Keynote Presentations Seminars/Discussions Skills Workshops, Simulations And Video Analyses</p>

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 (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	15
Laboratory/Practical Demonstration/Workshop	15
Independent Study	170
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Butler, G., Fennell, M. and Hackmann, A. (2010) Cognitive-behavioral Therapy for Anxiety Disorders: Mastering Clinical Challenges. Guilford Press.</p> <p>Simmons, J. and Griffiths, R. (2017) CBT for Beginners. Sage, London.</p> <p>Hawton K.E., Salkovskis, P.M., Kirk, J.E., Clark, D.M (2008) Cognitive behaviour therapy for psychiatric problems: A practical guide. New York, Oxford University Press.</p> <p>Grant et al (2010) Cognitive Behavioural Therapy in Mental Health Care (2nd ed). London, Sage.</p> <p>Wells A. (1997) Cognitive Therapy of Anxiety Disorders John Wiley and Son Chichester</p> <p>Watson, D.L. & Tharp, R.G. (2007) Self-directed behaviour. 9th Ed. Wadsworth, Thomson.</p> <p>Wills F (2008) Skills in Cognitive Behaviour Therapy, Counselling and Psychotherapy London Sage Publications.</p> <p>Froggatt W. (2001) The Rational Treatment of Anxiety. Therapy Outlines Series. Rational Training Resources PO BOX2292 Stortford Lodge New Zealand.</p>	
(**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)	
Engagement Requirements	
In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure	

Supplemental Information

Programme Board	Mental Health Nursing & IP
Assessment Results (Pass/Fail)	No
Subject Panel	MHN&IP L9-11
Moderator	Robert Boyd
External Examiner	M Lincoln
Accreditation Details	BABCP accredited module.
Version Number	1.10

Assessment: (also refer to Assessment Outcomes Grids below)

Case study. This component must be passed at a minimum of 50%

Recorded therapy session with reflection This is a Pass/ Fail assessment

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Case study	✓	✓	✓	✓	✓	100	0
Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations	✓	✓	✓	✓	✓	0	0
Combined Total For All Components						100%	0 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

The School of Health & Life Sciences believes that education and practitioner diversity are central to achieving 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 to prospective 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 practitioner responsibilities.

The above aims, supported by staff belief in fairness and equal opportunities, guide content, teaching and learning, assessment and evaluation.

This module involves the development and application of theory to the clinical area. The module competence standards must be achieved for successful completion of the module.

Disability disclosure is encouraged throughout recruitment, selection and throughout the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced.

To enable the module to be responsive to the demand for equality and diversity, processes and procedures have 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.

Further detail is available in the specific section of the module descriptor.

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

[UWS Equality and Diversity Policy](#)

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