Module Descriptor

Title	Applying CBT with Anxiety and Depression		
Session	2026/27	**Status**	Published
Code	NURS11109	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Angie McDonald		

Summary of Module

This is the third module in the PgDip in CBT or the final module of the Pg Cert'.

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.

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.

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).

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.

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

[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

	progress and outcomes and evaluate a model of treatment more critically.
Practice: Applied Knowledge and Understanding	**SCQF 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 to the monitoring and recording of client progress and interim outcomes across the course of treatment. 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.
Generic Cognitive skills	**SCQF 11** Increased awareness of own needs for skill development and ways to learn them. Increased self-reflection and review of clinical work. Demonstrated critical judgement in the development of evidence and arguments for selecting treatment interventions relevant to specific cases. Reflecting on feedback received from them assessment processes.
Communication, ICT and Numeracy Skills	**SCQF 11** Demonstrate competency in the interpretation and evaluation of data emerging from key assessments, measures and tools, and communicates the same to significant others. Demonstrated critical judgement in the selection of appropriate interventions and articulated rationales for these selections within a multidisciplinary context. 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).
Autonomy, Accountability and Working with Others	**SCQF 11** Application and understanding of transference concepts to relationships within professional and interagency contexts. Evidence of professional accountability in relation to adherence to professional, legal, and ethical codes underpinning safe and effective practice. Enhanced examples of appropriate leadership, organisational and collaborative skills within a multi-disciplinary context.

Prerequisites	**Module Code**	**Module Title**
	NURS11112 NURS11114	CBT Models and Core Therapeutic Competences CBT Strategies Skills and Interventions
	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/Categories: 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: 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
Laboratory / Practical Demonstration / Workshop	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: Butler, G., Fennell, M. and Hackmann, A. (2010) Cognitive-behavioral Therapy for Anxiety Disorders: Mastering Clinical Challenges. Guilford Press. Simmons, J. and Griffiths, R. (2017) CBT for Beginners. Sage, London. 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. Grant et al (2010) Cognitive Behavioural Therapy in Mental Health Care (2nd ed). London, Sage. Wells A. (1997) Cognitive Therapy of Anxiety Disorders John Wiley and Son Chichester Watson, D.L. & Tharp, R.G. (2007) Self-directed behaviour. 9th Ed. Wadsworth, Thomson

Wills F (2008) Skills in Cognitive Behaviour Therapy, Counselling and Psychotherapy London Sage Publications.

Froggatt W. (2001) The Rational Treatment of Anxiety. Therapy Outlines Series. Rational Training Resources PO BOX2292 Stortford Lodge New Zealand.

(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, 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 attendance.

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	Robert Boyd
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
Case study. This component must be passed at a minimum of 50%.
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**
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations	☒	☒	☒	☒	☒	0	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