



Module Descriptor

Title	CBT Enhanced Skills and Treatment Methods		
Session	2025/26	Status	Published
Code	NURS11110	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			
<p>This is the first module of the PGDip and fourth module of the course.</p> <p>This module introduces diagnostic specific models for PTSD, Social Phobia, GAD OCD, Eating disorders and Health Anxiety. Building specialist knowledge and skills in working with CBT to address the issues associated with these disorders, this module is the first in the post-graduate diploma year of the programme.</p> <p>This module will prepare the student to use these models to develop their skills and an enhanced understanding of these disorders, adding further complexity to the processes underlying symptoms and the treatment of complex presentations.</p> <p>Skills workshops in this module will focus on further developing students' skills in formulation / conceptualisation and treatment plans that incorporate disorder specific models.</p> <p>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 (VLE).</p> <p>The above skills acquisition, contributes to the development of the UWS Graduate Attributes.</p>			

Module Delivery Method	On-Campus¹	Hybrid²	Online³	Work -Based Learning⁴
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley		<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
L1	Demonstrate a critical understanding of the principle theories principles and concepts of the CBT approaches in specific disorders PTSD, Social Phobia, Health anxiety, GAD OCD and Eating disorders.
L2	Use a wide range of specialist skills techniques and practices in the application these models in clinical practice to enhance the formulation with a specific client using a range of specialist skills and techniques.
L3	Show an enhanced ability to select appropriate CBT interventions to address the problems and goals of a specific client demonstrating originality and creativity in responding to complexity.
L4	Critically appraise your own development as a CBT therapist and identify areas needing further enhancement in regards to dealing with complex and comorbid presentations.
L5	Demonstrate an enhanced ability to work collaboratively to structure therapy sessions in line with CBT theory to obtain maximum benefit for the client managing complex issues that may arise.

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 enhanced knowledge and understanding of the CBT models presented for GAD OCD PTSD and Health anxiety. Critical appraisal of the principle theories and concepts underpinning CBT approaches to working with chronic or comorbid depression Demonstrating extensive and detailed knowledge of the CBT understanding of suicidality and risk involved.
Practice: Applied Knowledge and Understanding	SCQF 11 Further enhancement of expertise in the use of CBT applying a wide range of evidence based interventions in clinical practice. Delivering CBT with more challenging cases whilst receiving close supervision and guidance. Using skills training opportunities, CPD and supervision to extend reflective practice on the use of self in therapeutic role and in responses to clients with different presentations and personal interpersonal styles.

	Maintaining fitness to practice using stress management approaches in handling the emotional and cognitive burden of therapeutic work and working in the NHS.
Generic Cognitive skills	<p>SCQF 11</p> <p>Demonstrating critical judgement in the development of arguments that underpin the selection of appropriate treatment models and interventions.</p> <p>Developing familiarity with basic research designs and approaches to analysis</p> <p>Developing awareness of own thinking and emotional responses to clients and therapeutic situations and use these helpfully in planning treatment.</p>
Communication, ICT and Numeracy Skills	<p>SCQF 11</p> <p>Demonstrating cognisance of the impact of communication on clients, appropriately varying style by which important aspects of CBT socialisation and assessments might be pursued.</p> <p>Demonstrating ICT skills in the use of computerised worksheets, materials or programmes and other technological/educational materials in conjunction with clinical work</p> <p>Communicating effectively to liaise with other professionals (e.g. client's GP, shared case management) in discussing case-related issues.</p>
Autonomy, Accountability and Working with Others	<p>SCQF 11</p> <p>Taking responsibility for managing own work load, negotiating to ensure appropriate allocation of therapy time.</p> <p>Taking flexible, evidence based perspectives on issues including case conceptualisation when working with other professionals</p> <p>Adapting CBT interventions for clients from different cultures or abilities</p>

Prerequisites	Module Code	Module Title
	NURS11112	CBT Models and Core Therapeutic Competences
	NURS11114	CBT Strategies Skills and Interventions
	NURS11109	Applying CBT with Anxiety and Depression
	<p>Other Students must also have completed and had signed off a portfolio of clinical practice and supervision for year one. Students who APEL into the second year must demonstrate that they have undertaken all the teaching, clinical practice and supervision contained in year one of the programme. This will usually mean having completed a Pg. Certificate accredited by the BABCP.</p>	
Co-requisites	Module Code	Module Title

Learning and Teaching
<p>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.</p> <p>The design of the postgraduate Diploma in Cognitive Behavioural Therapy has been guided by a concern for the student experience and consideration of how different modes of delivery,</p>

engagement, and placement opportunities etc., will affect the student. While this is a simple guiding principle it is rather complicated to realise in practice. This has required working closely with a large number of clinical colleagues and providing guidance and support to ensure the highest standards are maintained. Given the likely diversity of mental health professionals this programme is likely to attract, and the varied interests, experience, and aptitudes we expect to find, great care has been given to ensuring the appropriate level of supervision. As such ensuring students are personally supervised by an appropriately qualified and experienced clinician has been at the centre of our planning and programme design. This is reflected in the student's supervision and documented in their practice portfolio and the assessment strategy of the programme. Both are designed to support the students to deliver a high quality of care during their training. Teaching has been specifically designed to provide quality training blending skills training through role play and demonstration with more traditional teaching of the relevant theory using a blend between face-to-face lecture workshop delivery, supervision, and innovative virtual teaching and learning opportunities utilising the Scotia Medical Observation and Training System (SMOTS lab.)

The PgDip learning, teaching and assessment framework has been carefully aligned with the University's Strategic Plan and mapped against the key institutional strategies. Recognizing that 'how learners learn' is an important element of their experience that is too often neglected as programme design tends to focus on issues of content and programme structure, we have endeavoured to keep learning at the forefront of our planning. As such our strategy is to support a flexible, learner-orientated engagement with learning practice. The framework has been designed to provide a rich variety of integrated learning and assessment opportunities and experiences, increasing discipline knowledge and understanding while developing key transferable skills.

Learners will be engaged in learning and teaching through various face-to-face events and activities and remotely through a range of learning and teaching technologies.

The virtual learning environment (VLE) will be used on all modules to provide a platform for communication and to structure and facilitate learning, teaching and assessment, both synchronously and asynchronously. In line with UWS Equality Outcomes, equality of opportunity and an equitable learning experience for all learners will be ensured by embedding accessibility and inclusivity in the design and operation of module sites. For example; power points of lectures are made available prior to the class to enable those students with learning difficulties to better prepare for the session.

Broader student support will be facilitated through the University's Virtual Learning Environment (VLE) which will contain essential e-materials to both complement the taught programme and enable a tutor- peer communication channel. The VLE educational support facility is resourced by expertise from the Distance Learning Unit and the Centre for Professional and Academic Development and can be readily accessed both on and off campus from work-based computers or from the students home PC via personalised computer access codes.

Students will be encouraged to plan for the achievement of their personal development goals and formulate those goals within their academic and clinical supervision. 3 supervisor reports one per term are required to keep the programme leader aware of students progress Work-based learning (WBL)

The Universities Work Based Learning unit produces guidance and regulations regarding WBL the programme adheres to university requirements regulation 5.2. Clinical caseload commitments have been outlined in Sections 2 and 5, along with supervisory guidance by the clinical supervisors. Students will be expected to engage in on-going self-directed study by accessing VLE, reading key texts and reference materials, engaging fully in Personal Development Planning activities at the commencement of each trimester/module. Such activity should be evidenced in the students Clinical Portfolio. The portfolio documents that students have met the minimum requirements in clinical practice and clinical supervision to meet BABCP accreditation requirements.

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
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Bennett-Levy et al (2010) Oxford Guide to Low Intensity CBT Interventions. Oxford, Oxford University Press.</p> <p>Butler et al (2010) Cognitive Behavioural Therapy for Anxiety Disorders: Mastering Clinical Challenges. London, Guildford.</p> <p>*Grant et al (2010) Cognitive Behavioural Therapy in Mental Health Care (2nd ed). London, Sage.</p> <p>*Hawton K Salkovskis P Kirk J Clark Dm (2008) Cognitive Behaviour Therapy For Psychiatric Problems Oxford University Press.</p> <p>Sanders D and Wills F (2006) Cognitive Therapy : An Introduction (2nd edtn) London, Sage Publications.</p> <p>Veale & Willson (2007) Mange Your Mood: how to use behavioural activation techniques to overcome depression. London, Robinson.</p> <p>Williams C. & Chellingsworth, M. (2010). CBT: A Clinicians Guide to using the five areas CBT approach. Hodder Education: London.</p> <p>Wills F (2008) Skills in Cognitive Behaviour Therapy, Counselling and Psychotherapy London Sage Publications</p> <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)</p>

Attendance and Engagement Requirements
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>80% face to face</p>

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 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.

(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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	James Taylor
External Examiner	M Lincoln
Accreditation Details	BABCP
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	2

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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100	0

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	0	0

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	0 hours

Change Control

What	When	Who

