Module Descriptor

Title	CBT Enhanced Skills and Treatment Methods		
Session	2026/27	**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

This is the first module of the PGDip and fourth module of the course.

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.

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.

Skills workshops in this module will focus on further developing students' skills in formulation / conceptualisation and treatment plans that incorporate disorder specific models.

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).

The above skills acquisition, contributes to the development of the UWS Graduate Attributes.

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

Prerequisites	**Module Code** NURS11112 NURS11114 NURS11109	**Module Title** CBT Models and Core Therapeutic Competences CBT Strategies Skills and Interventions Applying CBT with Anxiety and Depression
	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.	
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. The design of the postgraduate Diploma in Cognitive Behavioural Therapy has been guided by a concern forthe student experience and consideration of how different modes of delivery,

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

The PgDip learning, teaching and assessment framework has been carefully aligned with the University'sStrategic Plan and mapped against the key institutional strategies. Recognizing that 'how learners learn' is animportant element of their experience that is too often neglected as programme design tends to focus on issuesof content and programme structure, we have endeavoured to keep learning at the forefront of our planning. Assuch our strategy is to support a flexible, learner-orientated engagement with learning practice. The frameworkhas been designed to provide a rich variety of integrated learning and assessment opportunities andexperiences, 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 andremotely 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 andto structure and facilitate learning, teaching and assessment, both synchronously and asynchronously. In linewith UWS Equality Outcomes, equality of opportunity and an equitable learning experience for all learners willbe ensured by embedding accessibility and inclusivity in the design and operation of module sites. Forexample; power points of lectures are made available prior to the class to enabling those students with learningdifficulties to better prepare for the session.

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

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

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

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	20
Laboratory / Practical Demonstration / Workshop	25
Independent Study	155
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:

Bennett-Levy et al (2010) Oxford Guide to Low Intensity CBT Interventions. Oxford, Oxford University Press.

Butler et al (2010) Cognitive Behavioural Therapy for Anxiety Disorders: Mastering Clinical Challenges. London, Guildford.

*Grant et al (2010) Cognitive Behavioural Therapy in Mental Health Care (2nd ed). London, Sage.

*Hawton K Salkovskis P Kirk J Clark Dm (2008) Cognitive Behaviour Therapy For Psychiatric Problems Oxford University Press.

Sanders D and Wills F (2006) Cognitive Therapy : An Introduction (2nd edtn) London, Sage Publications.

Veale & Willson (2007) Mange Your Mood: how to use behavioural activation techniques to overcome depression. London, Robinson.

Williams C. & Chellingsworth, M. (2010). CBT: A Clinicians Guide to using the five areas CBT approach. Hodder Education: London.

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

(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.

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 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**
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**
Change to T1 only Moderator Change	February 26	AMcD
