

Title of Module: CBT Enhanced Skills and Treatment Models			
Code: NURS11110	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:	Robert Boyd		
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>The module aims to familiarise the student with the presentation of borderline personality disorder and how it may be addressed using a CBT approach, and acquainting them with other forms of personality disorder.</p> <p>There will be a focus on working with clients presenting with shame and guilt. 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). 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.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	✓	Term 2		Term 3	

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.

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

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.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

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:
✓						

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 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 Level 11. <ul style="list-style-type: none"> •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 Level 11. <ul style="list-style-type: none"> •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 Level 11. <ul style="list-style-type: none"> •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 Level 11. <ul style="list-style-type: none"> •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 Level 11. <ul style="list-style-type: none"> •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 	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	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:

* Indicates that module descriptor is not published.

Learning and Teaching

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, 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 enabling 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 (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	
Lecture/Core Content Delivery	20

Laboratory/Practical Demonstration/Workshop	25
Independent Study	155
	200 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

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)

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	Brian Thomson
External Examiner	M Lincoln
Accreditation Details	BABCP Accredited L2

Changes/Version Number	<p>1.07</p> <p>module coordinator changed to Robert Boyd</p> <ul style="list-style-type: none"> - Corrected Delivery to Blended only - Removed a term (1 term only) - Learning and Teaching remove mention of Moodle to aula - Teaching hours reduced - EE to TBC - Reference to OLD school in Equality & Diversity changed EE Updated.
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Assessment: (also refer to Assessment Outcomes Grids below)
Case Study of 3500 words (50% minimum pass grade)
Recording of therapy session with CTS-r reflection pass / fail
<p>(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.</p> <p>(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)</p>

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 University is committed to equality, diversity and human rights through the provision of equal opportunity in education and employment. This includes using the curriculum as a vehicle for advancing understanding of difference and to promote equal opportunity. The School of Health and Life Sciences echoes these aspirations and actively welcomes diversity <https://www.babcp.com/Jobs-CPD-Training/Accredited-Courses/Level-2Accredited-Course> in the student population and manages equality and diversity through active promotion of an inclusive learning environment and by valuing differences.

The Pg. Diploma in CBT programme is designed to be accessible to all. The School is committed to equality and diversity and all applicants can expect a welcoming, inclusive learning and social environment where they can be treated with dignity and respect. The Quality Code for Higher Education promotes equality, diversity and equal opportunity for students and staff who participate in teaching, learning and assessment activities. All staff in the School of Health and Life Sciences have undertaken the mandatory University Equality and Diversity training within the last three years, and are required to attend refresher training workshops. The approach serves to ensure staff are aware of Equality and Diversity legislation and cognisant with the latest developments and how the legislation is applied in a Higher Education context.

The School has a designated lecturer responsible for advising on equality and diversity policy and designated coordinators for each programme and campus. Equality and Diversity coordinators can offer expertise in both theory and practice learning provision to assist in individualisation of the student's learning needs. Disability disclosure is viewed as integral in providing support and adjustments and is part of marketing, application, selection process, before and throughout the duration of the programme. (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

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