Title of Module: CBT for Chronic and Complex Disorders			
Code: NURS11111	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

This is the fifth module in the course.

This module enhances the students' understanding of CBT for personality disorder and psychosis as well as looking at conceptualisations for comorbid and complex cases.

This module will be to introduce models and treatment interventions used in conditions such as personality disorder and psychosis. It also looks at difficulties and complexities encountered in working with more severe and complex conditions. It is designed to enhance the skills of students working in second and third line services as well as others with an interest in working with these conditions. Emphasis will be given to developing further confidence as CBT practitioners and awareness of the practice of mindfulness, compassionate mind training and Acceptance and Commitment Therapy.

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 environment (VLE).

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

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

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:
✓						

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 CBT theory and principles underpinning the treatment of personality disorder, and psychosis.

L2. Show critical awareness of how CBT interventions are used in the practice setting and an ability to select appropriate interventions for the problems and goals encountered with a specific patient, demonstrating creativity in the application of knowledge.

L3. Take responsibility for one's own work and on-going development as a CBT therapist with specific reference to comorbidity and complex presentations applying these skills in clinical practice using a wide range of techniques

L4. Demonstrate a critical awareness of fourth wave CBT and the practice of mindfulness, compassionate mind training and Acceptance and Commitment Therapy

L5. Effectively apply CBT principles and practice working with chronic illness and psychological comorbidity.

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. Developing knowledge and understanding of the CBT models for personality disorder and psychosis. Working effectively to overcome common blockages and difficulties encountered in CBT Enhancing knowledge and understanding of the CBT approaches to working with chronic or comorbid conditions including the understanding of suicidality and positive risk taking.

Practice: Applied Knowledge and Understanding	SCQF Level 11. Further enhancing skill and expertise in the use of CBT with more challenging Cases Using skills training opportunities, CPD and supervision in order to further extend reflective practice on use of self in therapeutic role and responses to clients with different presentations and interpersonal styles. Effectively applying a significant range of interventions to combat low selfesteem, guilt and shame. Maintaining fitness to practice and stress management approaches in handling the emotional and cognitive burden of therapeutic work.
Generic Cognitive skills	SCQF Level 11. Demonstrating critical judgement in the development of arguments that that underpin the selection of appropriate treatment models and interventions. Applying critical analysis, evaluation and synthesis to the use of CBT in clinical practice. Developing familiarity with research designs and approaches to analyses of evidence. Developing continuing 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. Increasing self-awareness of the impact of communications with clients, discerningly varying the style by which important aspects of CBT might be pursued. Mindfully selecting computerised worksheets, materials or programmes and other technological/educational materials in conjunction with clinical work. Demonstrating the ability to critically interpret and present quantitative data.
Autonomy, Accountability and Working with others	SCQF Level 11. Exercising substantial responsibility for conducting CBT showing professional judgment to work independently when appropriate while seeking and utilising assistance when needed. Practising in ways that draw on critical reflection of own and others roles and responsibilities in the clinical setting and in supervision. Liaising effectively with other professionals (e.g. client's GP, shared case management) in the analysis of case-related issues.

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

Learning and Teaching

The Learning and teaching in this module uses a variety of methods designed to meet the BABCP accreditation.

The design of the module 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. 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, case studies and supervision.

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. 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.

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	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:

Kuyken, W; Padesky, C & Dudley, R. Collaborative Case Conceptulisation; working effectively with clients in CBT. (2011) Guildford Press

Tarrier, N; Wells, A & Haddock, G Treating Complex Cases: the CBT approach (1998) (Eds) Wiley Press

Padesky, C. Schema based process's in cognitive therapy (1994) Clinical Psychology & Psychotherapy, Vol 1
(5) 267-278. Wiley

Young, JE; Klosko, JS & Weishaar M Schema Therapy: a practical guide . (2003). Guilford Press. New York

Van Billsin H. Thomson B.(20011) CBT for personality disorders Sage London

(**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 L2
Changes/Version Number	1.08 module coordinator changed Remove Moodle mention from Summary Delivery method to Blended only Correct Term L&T Summary expanded - Face to face hours reduced - EE to TBC - E&D "Nursing Care" removed and changed to 'care' EE Updated.

Assessment: (also refer to Assessment Outcomes Grids below)
Case study 3500 words 50% minimum pass mark
Recording of therapy session with CTS-r reflection Pass / Fail
(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 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.

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

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