



Module Descriptor

Title	CBT for Chronic and Complex Disorders		
Session	2025/26	Status	Published
Code	NURS11111	SCQF Level	11
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Robert Boyd		
Summary of Module			
<p>This is the fifth module in the course.</p> <p>This module enhances the students’ understanding of CBT for personality disorder and psychosis as well as looking at conceptualisations for comorbid and complex cases.</p> <p>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.</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 environment (VLE).</p> <p>The above skills acquisition, contributes to the development of the UWS Graduate Attributes:</p>			

Module Delivery Method	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr	<input type="checkbox"/> Lanarkshire	<input type="checkbox"/> Online / Distance Learning	

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

	<input type="checkbox"/> Dumfries		<input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley		<input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1	<input type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input checked="" 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 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)	<p>SCQF 11</p> <p>Developing knowledge and understanding of the CBT models for personality disorder and psychosis.</p> <p>Working effectively to overcome common blockages and difficulties encountered in CBT</p> <p>Enhancing knowledge and understanding of the CBT approaches to working with chronic or comorbid conditions including the understanding of suicidality and positive risk taking.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF 11</p> <p>Further enhancing skill and expertise in the use of CBT with more challenging Cases</p> <p>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.</p> <p>Effectively applying a significant range of interventions to combat low self-esteem, guilt and shame.</p> <p>Maintaining fitness to practice and stress management approaches in handling the emotional and cognitive burden of therapeutic work.</p>
Generic Cognitive skills	SCQF 11

	<p>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.</p> <p>Developing familiarity with research designs and approaches to analyses of evidence.</p> <p>Developing continuing 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>Increasing self-awareness of the impact of communications with clients, discerningly varying the style by which important aspects of CBT might be pursued.</p> <p>Mindfully selecting computerised worksheets, materials or programmes and other technological/educational materials in conjunction with clinical work.</p> <p>Demonstrating the ability to critically interpret and present quantitative data.</p>
Autonomy, Accountability and Working with Others	<p>SCQF 11</p> <p>Exercising substantial responsibility for conducting CBT showing professional judgment to work independently when appropriate while seeking and utilising assistance when needed.</p> <p>Practising in ways that draw on critical reflection of own and others roles and responsibilities in the clinical setting and in supervision.</p> <p>Liaising effectively with other professionals (e.g. client's GP, shared case management) in the analysis of case-related issues.</p>

Prerequisites	<p>Module Code</p> <p>NURS11110</p> <p>NURS11114</p> <p>NURS11109</p> <p>NURS11110</p>	<p>Module Title</p> <p>CBT Models and Core Therapeutic Competences</p> <p>CBT Strategies Skills and Interventions</p> <p>Applying CBT with Anxiety and Depression</p> <p>CBT Enhanced Skills and Treatment Model</p>
	Other	
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 Learning and teaching in this module uses a variety of methods designed to meet the BABCP accreditation.</p> <p>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</p>

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

(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:

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

Tarrier, N; Wells, A & Haddock, G (1998) Treating Complex Cases: the CBT approach. (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 Bilsen H. Thomson B.(2011) 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)

Attendance and Engagement Requirements

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.

For the purposes of this module, academic engagement equates to the following:

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							
<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 Module Handbook.)</p>							

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

