**Module Descriptor**

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| **Title** | CBT for Chronic and Complex Disorders | | |
| **Session** | 2026/27 | **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**

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** | **On-Campus**[1] ☒ | **Hybrid**[2] ☐ | **Online**[3] ☐ | **Work -Based Learning**[4] ☐ |
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| **Campuses for Module Delivery** | ☐ Ayr | ☐ Lanarkshire | ☐ 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

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| | ☐ Dumfries | | ☐ London<br>☒ Paisley | | ☐ 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** | |
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| **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** | |
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| **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**<br>Developing knowledge and understanding of the CBT models for personality disorder and psychosis.<br>Working effectively to overcome common blockages and difficulties encountered in CBT<br>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 11**<br>Further enhancing skill and expertise in the use of CBT with more challenging Cases<br>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.<br>Effectively applying a significant range of interventions to combat low selfesteem, guilt and shame.<br>Maintaining fitness to practice and stress management approaches in handling the emotional and cognitive burden of therapeutic work. |
| **Generic Cognitive skills** | **SCQF 11** |

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

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| **Prerequisites** | **Module Code**<br>NURS11110<br>NURS11114<br>NURS11109<br>NURS11110 | **Module Title**<br>CBT Models and Core Therapeutic Competences<br>CBT Strategies Skills and Interventions<br>Applying CBT with Anxiety and Depression<br>CBT Enhanced Skills and Treatment Model |
| | **Other** | |
| **Co-requisites** | **Module Code** | **Module Title** |

| **Learning and Teaching** |
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| 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.<br><br>The Learning and teaching in this module uses a variety of methods designed to meet the BABCPaccreditation.<br><br>The design of the module has been guided by a concern for the student experience and consideration of howdifferent modes of delivery, engagement, and placement opportunities etc., will affect the student. This isreflected in the student's supervision and documented in their practice portfolio and the assessment strategy ofthe 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 |

anddemonstration, with more traditional teaching of the relevant theory using a blend between face-to-face lectureworkshop delivery, case studies and supervision.

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. As such our strategy is to support a flexible, learner-orientatedengagement with learning practice. The framework has been designed to provide a rich variety of integratedlearning and assessment opportunities and experiences, increasing discipline knowledge and understandingwhile developing key transferable skills.

| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
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| 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 Conceptulisation; 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 Billsin 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 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:** |
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| 80% face to face. |

| **Equality and Diversity** |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.**<br><br>The School of Health, and Life Sciences believes that education and practitioner diversity are central toachieving quality of care.<br><br>Within the programme, quality of care, inclusiveness and employability are achieved by:<br><br>Provision of a welcoming and supportive culture that promotes accessibility and equal opportunities toprospective students and students.<br><br>Promotion of confidence and knowledge of their rights as a student and employee.<br><br>Promotion of respect and knowledge of client diversity, their needs, rights and the associated practitionerresponsibilities.<br><br>The above aims, supported by staff belief in fairness and equal opportunities, guide content, teaching andlearning, assessment and evaluation.<br><br>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.<br><br>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.<br><br>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.<br><br>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**

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| **Divisional Programme Board** | **Mental Health Nursing Midwifery Health** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br>**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** | Angie McDonald |
| **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)** |
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| **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** |
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| (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.<br>(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** | | | | | | | |
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| **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** |
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