

University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: CBT Models and Core Therapeutic Competencies			
Code: NURS1112	SCQF Level: Choose an item. (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Brian Thomson		
Summary of Module			
<p>This is the first module of the PgDip / Pg Cert in Cognitive Behavioural Therapy.</p> <p>This module will introduce the student to the essential practices and professional activities that are regarded as the essence of good psychotherapeutic practice in Cognitive Behavioural Therapy (CBT) practice. The student will learn about the history of CBT, and will be able to consider this orientation from a critical perspective. The historical development of CBT will be reviewed and the relative contributions of the cognitive behavioural schools will be introduced in relation to a contemporary 5 areas model. Key emphasis will be given to the factors that influence the formation and maintenance of good therapeutic relations, as will choosing and interpreting specific assessment tools in order to measure important factors that may be relevant to choosing effective treatment.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

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) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name
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Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input type="checkbox"/>	Term 2 x	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
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Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

L1	Demonstrate a critical understanding of the development of trans diagnostic basic concepts theories and skills underpinning the effective use of CBT.
L2	Use a significant range of the principle skills techniques and practices and CBT assessment models to assess client's Thoughts feelings and behaviours and identify appropriate problems and goals in collaboration with clients.
L3	Critically reflect on personal performance in relation core CBT skills, in the context of patient/client assessment.
L4	Apply critical analysis and synthesis to CBT principles to analyse and interpret assessment data in the production of a 'here and now' case formulation and treatment plan.
L5	Communicate effectively using appropriate methods to a wide range of audiences with different levels of expertise including clients using the principles and structure of guided discovery

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 Consolidation and application of new and previously learned skills in conducting a CBT session. Effectively applying models and principles of relationship to a treatment and concluding phase of therapy. Demonstrate knowledge of how to help clients generalise their gains from therapy, conclude a therapy and therapeutic relationship, record progress and outcomes and evaluate a model of treatment more critically
Practice: Applied Knowledge and Understanding	SCQF Level 11 Skills workshops will focus on promoting and generalising client gains, ending therapy, and having a chance to repeat key skills training exercises and increase students' ability to use them in different case scenarios Students will practice clinical skills and critical appraisal skills in relation to the monitoring and recording of client progress and

	interim outcomes across the course of treatment. Opportunities to reflect on the use of clinical supervision as a medium to reflect critically on one's actions and attitudes, and to contribute to personal growth and quality systems underpinning safe and effective practice.	
Generic Cognitive skills	SCQF Level 11 Increased awareness of own needs for skill development and ways to learn them. Increased self-reflection and review of clinical work. Demonstrated critical judgement in the development of evidence and arguments for selecting treatment interventions relevant to specific cases. Reflecting on feedback received from them assessment processes	
Communication, ICT and Numeracy Skills	SCQF Level 11 Demonstrate competency in the interpretation and evaluation of data emerging from key assessments, measures and tools, and communicates the same to significant others. Demonstrated critical judgement in the selection of appropriate interventions and articulated rationales for these selections within a multidisciplinary context. Selection and utilisation of appropriate technological and educational materials to promote well-being in the clinical context (e.g. computerised self-help or client homework materials).	
Autonomy, Accountability and Working with others	SCQF Level 11 Application and understanding of transference concepts to relationships within professional and interagency contexts. Evidence of professional accountability in relation to adherence to professional, legal, and ethical codes underpinning safe and effective practice. Enhanced examples of appropriate leadership, organisational and collaborative skills within a multi-disciplinary context.	
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 Activities/Categories:
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are designed to help meet the requirements of BABCP accreditation. The activities are stated

below: Lectures/Keynote Presentations Seminars/Discussions Skills Workshops, Simulations And Video Analyses Problem-Solving Exercises Self-directed study	
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	60 hours
Independent Study	100 hours
Personal Development Plan	20 hours
Asynchronous Class Activity	20 hours
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200 hours
**Indicative Resources: (eg. Core text, journals, internet access)	
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Beck, J. S. (2011). Cognitive behavior therapy: Basics and beyond. Guilford Press Fitzmaurice, B., McDonough, M. and Tone, Y. (2012) Overcoming obstacles in CBT: Key issues in CBT practice. United Kingdom: SAGE Publications Simmons, J. and Griffiths, R. (2017) CBT for Beginners. Sage Publications 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 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:

80% face to face contact

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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	Division of Mental Health, Midwifery & Health
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Division of Mental Health, Midwifery & Health Level 9-11
Moderator	Robert Boyd
External Examiner	M Lincoln
Accreditation Details	BABCP
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)

3500 word reflective written assignment based on the student's personal development and clinical supervision during the module. Student will reflect on three clinical skills.
Assessment 1 Reflective written assignment . This component must be passed at a minimum of 50%
Assessment 2 N/A
Assessment 3 N/A
(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.)

Assessment Outcome Grids (See Guidance Note)

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
	x	x	x	x	x	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

Component 3							
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
Combined Total for All Components						100%	XX hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)